

THE AMERICAN PSYCHOLOGIST

VOLUME 10



NUMBER 11

November, 1955

Published Monthly by

THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

SECRETARIES OF APA DIVISIONS

1. DIVISION OF GENERAL PSYCHOLOGY
Dr. W. C. H. Prentice
Martin Biological Laboratory
Swarthmore College
Swarthmore, Pennsylvania
2. DIVISION ON THE TEACHING OF PSYCHOLOGY
Dr. Constance Lovell
Department of Psychology
University of Southern California
3518 University Avenue
Los Angeles 7, California
3. DIVISION OF EXPERIMENTAL PSYCHOLOGY
Dr. Benton J. Underwood
Department of Psychology
Northwestern University
Evanston, Illinois
5. DIVISION ON EVALUATION AND MEASUREMENT
Dr. Alexander G. Wesman
The Psychological Corporation
522 Fifth Avenue
New York 36, New York
7. DIVISION ON DEVELOPMENTAL PSYCHOLOGY
Dr. Dorothea McCarthy
Department of Psychology
Graduate School
Fordham University
New York 58, New York
8. DIVISION OF PERSONALITY AND SOCIAL PSYCHOLOGY
Dr. Eugene L. Hartley
Psychology Department
City College
139th Street and Convent Avenue
New York 31, New York
9. THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES—A DIVISION OF THE APA
Dr. Robert L. Kahn
Survey Research Center
University of Michigan
Ann Arbor, Michigan
10. DIVISION ON ESTHETICS
Dr. Kenneth L. Bean
Baylor University
Waco, Texas
12. DIVISION OF CLINICAL PSYCHOLOGY
Dr. Helen D. Sargent
The Menninger Foundation
Topeka, Kansas
13. DIVISION OF CONSULTING PSYCHOLOGY
Dr. Katharine B. Greene
2801 Cadillac Tower
Detroit 26, Michigan
14. DIVISION OF INDUSTRIAL AND BUSINESS PSYCHOLOGY
Dr. Edwin K. Taylor
Personnel Research and Development Corp.
11800 Shaker Boulevard
Cleveland 20, Ohio
(after Jan. 1, 1956)
15. DIVISION OF EDUCATIONAL PSYCHOLOGY
Dr. David G. Ryans
University of California at Los Angeles
Los Angeles 24, California
16. DIVISION OF SCHOOL PSYCHOLOGISTS
Dr. Harriet E. O'Shea
Psychology Department
Purdue University
Lafayette, Indiana
17. DIVISION OF COUNSELING PSYCHOLOGY
Dr. Edward Joseph Shoben, Jr.
Teachers College
Columbia University
New York 27, New York
18. DIVISION OF PSYCHOLOGISTS IN PUBLIC SERVICE
Dr. Elaine F. Kinder
217 Lark Street
Albany, New York
19. DIVISION OF MILITARY PSYCHOLOGY
Dr. Howard E. Page
Room 2066, Bldg. T-3
Office of Naval Research
Department of the Navy
Washington 25, D. C.
20. DIVISION ON MATURITY AND OLD AGE
Dr. Robert W. Kleemeier
Box 417
Orange Park, Florida

THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

Volume 10

November, 1955

Number 11

In this Issue

Consistency of the Adult Personality. E. LOWELL KELLY	659
APA Officers, Division Officers, Editors, Committees, Representatives, and Related Organizations: 1955-1956. AMERICAN PSYCHOLOGICAL ASSOCIATION, OFFICE OF THE EXECUTIVE SECRETARY	682
Proceedings of the Sixty-Third Annual Business Meeting of the American Psychological Association, Inc., San Francisco, California. ANNE ANASTASI	695
Joint Report of the APA and CSPA Committees on Legislation	727
Report of the Scientific Development Board	757
Report of the Committee on Relations Between Psychology and Education ..	767
Health and Accident Insurance for Psychologists. BENJAMIN SHIMBERG ..	770
The Work of the American Board of Examiners in Professional Psychology. 1955 Annual Report. AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY, INC.	773
Annual Report of the Executive Secretary: 1955. FILLMORE H. SANFORD ..	778
Comment	793
Recording of Classroom Lectures. SAMUEL KAVRUCK	
Sound Seminars. FLORENCE RAY KISKER	
"The Straw That Broke the Camel's Back" (Answer to Paul Gedansky's Criticism). LEAH GOLD FEIN	
The <i>Ya Gotta</i> School of Psychology. EMERSON COYLE	
McClelland's Statement on the Quality of Students in Psychology. PAUL E. EISERER	
Productivity of American Psychologists Born Prior to 1879. EMANUEL VARGAS	
The Trend Toward Economy. SAUL ROSENZWEIG	
Psychological Notes and News	796
Convention Calendar	803

Editor: Fillmore H. Sanford

Managing Editor: Lorraine Bouthilet

Advisory Editors: Stuart W. Cook, Ann Magaret Garner, and Neal E. Miller

THE AMERICAN PSYCHOLOGIST is published monthly at Prince and Lemon Streets, Lancaster, Pennsylvania. Subscription: \$8.00, single copy: \$1.00. Communications on editorial and business matters and advertising should be addressed to the American Psychological Association, Inc., 1333 Sixteenth Street N.W., Washington 6, D. C. Address changes must reach the Subscription Office by the 25th of the month to take effect the following month. Undelivered copies resulting from address changes will not be replaced; subscribers should notify the post office that they will guarantee second-class forwarding postage. Other claims for undelivered copies must be made within four months of publication.

Entered as second-class matter January 12, 1950 at the Post Office at Lancaster, Pa., under the Act of March 3rd, 1879. Acceptance for mailing at special rate of postage provided for in paragraph (d-2), section 34.40, P. L. and R. of 1948, authorized August 6, 1947.

Copyright © 1955, by the American Psychological Association, Inc.

OFFICERS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

President

THEODORE M. NEWCOMB
University of Michigan
Ann Arbor, Michigan

President-elect

LEE J. CRONBACH
University of Illinois
Urbana, Illinois

Past President

E. LOWELL KELLY
University of Michigan
Ann Arbor, Michigan

Recording Secretary

LAUNOR F. CARTER
The RAND Corporation
Santa Monica, California

Treasurer

CARROLL L. SHARTLE
The Ohio State University
Columbus, Ohio

Executive Secretary

FILLMORE H. SANFORD
1333 Sixteenth St. N.W.
Washington 6, D. C.

Board of Directors

THE PRESIDENT, THE PRESIDENT-ELECT, THE PAST PRESIDENT
THE RECORDING SECRETARY, THE TREASURER, THE EXECUTIVE SECRETARY, AND

DOROTHY C. ADKINS
STUART W. COOK
ANN MAGARET GARNER

DONALD O. HEBB
DONALD W. MACKINNON
NEAL E. MILLER

All general communications, inquiries concerning membership, letters concerning dues, subscriptions, and changes of address, and requests for placement should be directed to:

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.
1333 Sixteenth Street N.W.
Washington 6, D. C.

PUBLICATIONS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

AMERICAN PSYCHOLOGIST

Editor: FILLMORE H. SANFORD, *American Psychological Association*. Contains all official papers of the Association and articles concerning psychology as a profession; monthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.00.

JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY

Editor: J. McV. HUNT, *University of Illinois*. Contains original contributions in the field of abnormal and social psychology, reviews, and case reports; bimonthly.

Subscription: \$10.50 (Foreign \$11.00). Single copies, \$2.00.

JOURNAL OF APPLIED PSYCHOLOGY

Editor: JOHN G. DARLEY, *University of Minnesota*. Contains material covering applications of psychology to business, industry, and education; bimonthly.

Subscription: \$7.00 (Foreign \$7.50). Single copies, \$1.50.

JOURNAL OF COMPARATIVE AND PHYSIOLOGICAL PSYCHOLOGY

Editor: HARRY F. HARLOW, *University of Wisconsin*. Contains original contributions in the field of comparative and physiological psychology; bimonthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.50.

JOURNAL OF CONSULTING PSYCHOLOGY

Editor: LAURANCE F. SHAFFER, *Teachers College, Columbia University*. Contains research relevant to clinical psychology—psychological diagnosis, psychotherapy, personality, and psychopathology; bimonthly.

Subscription: \$7.00 (Foreign \$7.50). Single copies, \$1.50.

JOURNAL OF EXPERIMENTAL PSYCHOLOGY

Editor: ARTHUR W. MELTON, *AF Personnel and Training Research Center, Lackland AFB, San Antonio, Texas*. Contains original contributions of an experimental character; monthly.

Subscription: \$15.00 (Foreign \$15.50). Single copies, \$1.50.

PSYCHOLOGICAL ABSTRACTS

Editor: C. M. LOUITT, *Wayne University*. Contains noncritical abstracts of the world's literature in psychology and related subjects; bimonthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$2.00.

PSYCHOLOGICAL BULLETIN

Editor: WAYNE DENNIS, *Brooklyn College*. Contains evaluative reviews of research literature, discussions of research methodology in psychology and book reviews; bimonthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.50.

PSYCHOLOGICAL MONOGRAPHS: GENERAL AND APPLIED

Editor: HERBERT S. CONRAD, *U. S. Office of Education*. Contains longer researches and laboratory studies which appear as units; published at irregular intervals, about twelve numbers per year.

Subscription: \$7.00 per volume (Foreign \$7.50). Single copies, price varies according to size.

PSYCHOLOGICAL REVIEW

Editor: THEODORE M. NEWCOMB, *University of Michigan*. Contains original contributions of a theoretical nature; bimonthly.

Subscription: \$6.50 (Foreign \$7.00). Single copies, \$1.50.

CONSISTENCY OF THE ADULT PERSONALITY¹

E. LOWELL KELLY

University of Michigan

ONE of the attractive features of a convention such as this is the opportunity it offers to meet and visit with colleagues whom one has not seen for many years. I don't know how others react to such encounters; my own reaction is typically one of surprise on discovering how much my long unseen friends have aged in the interim! Those of us who have lived long enough to attend a score or more annual conventions have for the most part accepted the inevitability of aging, and implicitly assume that the passing years will be accompanied by wrinkles, spectacles, additional weight, and grey hair—providing any remains to change its color. These and other changes in the soma are so highly predictable that we take them pretty much for granted. In the realm of behavior we are also accustomed to anticipate certain more general changes: a slowing of pace, less participation in active sports, and fewer late parties.

On the basis of available evidence, psychologists are not likely to anticipate marked changes in the intelligence of their friends—at least, not until relatively late in life. Even though a colleague's intellectual productivity may decline in the middle and later years, we are inclined to give him credit for being about as bright as he ever was.

What about our expectations and anticipations regarding changes in those other aspects of the individual which, for want of a better name, we call personality? Do we expect to find our former colleague pretty much the same sort of person that he was 15 or 20 years before, or are we prepared to find that he has changed markedly with the passing years? William James would have expected little or no change. You will recall the passage from his famous lecture on "Habit" which reads:

Habit is thus the enormous fly-wheel of society, its most precious conservative agent. . . . Already at the age of twenty-five you see the professional mannerism settling down on the young commercial traveller, on the young

doctor, on the young minister, on the young counsellor-at-law. You see the little lines of cleavage running through the character, the tricks of thought, the prejudices, the ways of the 'shop,' in a word, from which the man can by-and-by no more escape than his coat-sleeve can suddenly fall into a new set of folds. On the whole, it is best he should not escape. It is well for the world that in most of us, by the age of thirty, the character has set like plaster, and will never soften again (7, p. 121).

Whether one's thinking about these matters stems from the writings of William James or that of other psychological theorists, the answer is likely to be the same; on perhaps no other major issue do widely variant psychological theories lead to such congruent predictions. Whether one is an extreme hereditarian, an environmentalist, a constitutionalist, or an orthodox psychoanalyst, he is not likely to anticipate major changes in personality after the first few years of life. Not only do psychologists of different theoretical persuasions tend to agree on this issue; it happens to be one on which the layman and the scientist share a common opinion. Perhaps because of the need to believe in consistency of one's self from moment to moment and from year to year, we tend to infer an unwarranted degree of consistency in others. Some consistency is indeed necessary for social intercourse, and it is likely that, as a matter of convenience in remembering and dealing with our associates, we utilize stereotypy to a considerable degree and thus tend to infer greater consistency in others than may be the case.

Although diverse theories and lay opinion lead to the assumption that there will be but little change in personality in adulthood, belief in the possibility of inducing change is implicit in the professional activities of all persons engaged in advertising, public relations, and psychotherapy. While theory underlying these activities is often not explicitly expressed, anyone who attempts to change the attitudes, values, habits, and defense mechanisms of adults may be assumed to hold a position somewhat as follows: "Yes, it is true that the human personality is formed early in life and by late adolescence is quite resistant to change. How-

¹ Address of the President at the Sixty-Third Annual Convention of the American Psychological Association, San Francisco, California, September 4, 1955.

ever, by the skillful application of special techniques, it is possible, though admittedly difficult, to effect significant changes in behavior." Some practitioners go as far as to suggest that it is possible to produce changes in the basic personality structure.

We must pause to note one further exception to the otherwise generally accepted assumption regarding consistency of the adult personality. While assuming that other adults are not likely to change, each of us, I suspect, wants to keep his theory sufficiently flexible to permit the possibility of changes in himself—especially changes in the direction of his ego ideal! Even though in retrospect few of these desired changes may have occurred, it's comforting to think that one *can* change if one tries hard enough.

A more than casual interest on my part in the problem of personality consistency in adulthood began to develop about eight years ago in connection with the VA assessment project, in which Fiske and I were concerned with the prediction of performance of young clinical psychologists after four years of graduate training (9). Since the potential accuracy of our predictions of future performance was limited by the stability of ability and personality variables over the time period involved, we became concerned with the question of consistency of personality over relatively long intervals. A review of the literature revealed but few relevant studies. By all odds, the most extensive evidence available dealt with scores derived from the Strong Vocational Interest Blank. Already in 1943, Strong (17) was able to report relatively stable correlations of vocational interest scores over intervening periods of one, two, three, five, six, nine and ten years. And in 1951, he reported a median correlation of .75 for profiles of vocational interests for college seniors retested after 22 years (16). A few additional studies, reporting the results of repeated administrations of other psychological tests to college students in one or more successive years of their college careers, have appeared; for example, Whitely (19) in 1938 reported correlations for the six scores derived from the Allport-Vernon Scale of Values, based on tests administered to students as freshmen and seniors.

Because of the paucity of studies bearing on the problem of consistency of personality, Fiske and I attempted an evaluation of the consistency of personality variables over four years for the subjects

originally assessed by us in the summer of 1947. Since our basic experimental design was not oriented to this particular problem, our results were in no sense definitive. For example, we did not readminister any of the same personality measures four years apart. We did, however, have two sets of comparable data which promised to throw some light on the question. More specifically, all subjects assessed during the summer of 1947 were rated by three peers with whom they were in the closest association during the week-long assessment period. Four years later, the same subjects were rated on the same scales, this time also by peers but not the same judges who rated them in 1947. The interjudge reliability of the first set of ratings ranged from .64 to .92 for 22 variables, with median value of .75. Although not computed, there is every reason to believe that similar reliabilities characterized the second set of ratings four years later. However, somewhat to our surprise, we found that the median correlation between these sets of ratings four years apart was only .21, the range being .00 to .43. In brief, we were confronted with the situation that several judges looking at samples of behavior of a person at the same time agreed reasonably well, but that different judges looking at samples of behavior of the same individual four years apart showed but little agreement in their ratings.

That our subjects *were* somewhat more consistent over this period of time than indicated by these correlations between the two sets of ratings is indicated by the fact that, for each of several criterion variables, one or more objective test scores predicted performance over the four-year time period with validities considerably greater than the above median correlations between these two sets of personality ratings. We were forced to conclude that the relatively low intercorrelation between the ratings by the two sets of judges over this period of time was a function not only of changes in the subjects, but of changes in the frames of reference in the judges themselves, changes associated with the training program that they had undergone during the intervening period.

Since the completion of the assessment project, both Fiske and I have continued to pursue the general problem of intra-individual variability, he concerning himself with relatively short time intervals (6) while I have become more interested in time intervals even longer than four years.

In his presidential address to this Association in 1932, Walter Miles lamented the absence of evidence regarding human development during the period of maturity, later maturity, and senescence. He said,

Psychologists have exhibited great interest in the first two and a half decades of life. Insofar as human behavior has been carefully measured and check-measured, attention has usually been directed to this segment of positive development. . . . Important as this work has been and now is, still it leaves five or six decades of human adult life relatively untouched. Maturity, later maturity, and senescence are still a realm for folklore, anecdote, and personal impression (11, p. 101).

During the nearly quarter of a century following Miles' statement, many psychologists have turned their attention to the field of gerontology, with the result that Shock in his recent bibliography (14) was able to list over 1,000 psychological references. For the most part, attention has been directed to the period of adult life which Miles termed "later maturity." Evidence regarding the course of human maturation during the adult years is still rather limited. In the relatively brief history of psychology, early attention was focused first on children of school age and next on the earlier years of childhood. Still later, a few investigators began to work with infants, while the ready availability of college subjects led to greatly increased knowledge about the period of late adolescence—at least for the selected sample of persons who go to college.

The work of psychologists in the military services during the two World Wars added considerable new knowledge of early adulthood and many current investigations are being conducted in industry and hence on adult subjects. However, for the most part, investigators utilizing adult subjects have been primarily concerned with specific problems which lead to the employment of research designs which, while adequate for the problem at hand, rarely yield definitive data bearing either on the course of development or on intra-individual consistency. Many such studies, however, especially those involving cross-sectional comparisons of different age groups, have provided data which suggest the potential importance of maturational trends in adulthood.

While the data provided by cross-sectional comparisons of different age groups are often highly provocative, they unfortunately are not adequate to permit firm conclusions regarding either de-

velopmental trends or intra-individual variability. In a recent monograph reporting one of the few long-term longitudinal studies of mental ability, Owens observes:

. . . cross-sectional studies demand an excessive number of somewhat unlikely assumptions and are therefore open to varying and ambiguous interpretations. Prominent among the problems involved is that it is extremely difficult to secure comparable samples of the population at successive ages, and to be assured that they are in fact so comparable that it is something more than gratuitous to attribute all differences between them to a single variable such as chronological age (12, pp. 7-8).

In the same vein, Kuhlen (10) notes that unless sampling is so precise that the younger subjects may be truly assumed to *be* what the older subjects once *were*, cultural changes and age changes are almost indistinguishable.

The paucity of longitudinal studies covering any major span of adult years is in no small part due to the fact that appropriate techniques of psychological measurement are themselves just coming of age. A few courageous pioneers such as L. M. Terman, J. W. Anderson, Walter Dearborn, and Jean Macfarlane had enough faith in early intelligence tests to undertake long-term follow-ups of subjects first studied as children. In addition, we have previously mentioned the work of Strong on the stability of vocational interests.

In 1952, Madorah Smith published "A Comparison of Certain Personality Traits as Rated in the Same Individuals in Childhood and Fifty Years Later" (15). While admittedly limited by an *N* of six children of the same family and the absence of any objective measures of personality, this interesting paper pointed to the probability of considerable consistency of several personality variables over a period of nearly half a century.

In 1953, Owens (12) published the results of a study involving the administration of the Army Alpha to 127 freshman males at Iowa State College in 1919, and its readministration 30 years later. In this as yet little known monograph, Owens reports a significant increase in scores for five of the eight subtests of the Alpha as well as for the total Alpha score, of one half sigma of the original distribution. There were no significant decreases in the mean scores on any subtests. More relevant to our present interest is the fact that the test-retest correlation for the total Alpha score over this period of 30 years was .77. Considering the fact

that the sample of subjects studied by Owens represented a restricted range of talent, this is indeed convincing evidence of the general stability of adult intelligence over a 30-year time span. Further evidence pointing to the possibility of continuing intellectual maturation during adult years appears in a recently published study by Bayley and Oden (2). These investigators administered the Concept Mastery test to Terman's gifted subjects and their spouses in 1939-40, and an equivalent form again in 1950-52. Highly significant increases in scores were found for both men and women, for the gifted subjects and their spouses, for all occupational and educational levels and for all age groups. Again, however, the consistency of intellectual level was high, with test-retest correlations of about .90.

THE PRESENT INVESTIGATION ²

Within the past year I have been fortunate in obtaining a considerable amount of data concerning consistency of selected personality variables in the adult personality. This is because 21 years ago, at the youthful age of 28, I had the temerity to plan a longitudinal study. Lest I seem to take credit for a degree of foresight which I did not have at that time, let me hasten to add that the initially projected duration of this study was only seven years. For a variety of reasons, especially the disturbing effects of World War II, the definitive

² In presenting this first major report growing out of this long-term project, I wish to express my appreciation to the many institutions and individuals contributing to it. Only one who has carried out an extended longitudinal study can fully appreciate the many and varied obligations incurred. To the Committee for Research in Problems of Sex of the National Research Council I am indebted for grants which made possible the initiation of the project and collection of the original data between 1934 and 1939. A grant from the Faculty Research Fund of the University of Michigan in 1952 permitted planning the follow-up which was transformed into a reality by grants during the last two years from the Foundations' Fund for Research in Psychiatry. The three universities with which I have been associated have each contributed research facilities and an atmosphere conducive to research. During the last few months the International Business Machines Corporation greatly facilitated the analysis of the data by making available one of its newer electronic computers. A score of research assistants have contributed ideas as well as helping to carry out the actual work of the investigation. Finally, I want to thank the several hundred men and women subjects whose intelligent cooperation over 20 years made this study possible.

follow-up stage of this study had to be postponed so that it is only now being completed.

Let me be a little more explicit. In 1934, I began a program of research designed to answer five questions:

1. How do young men and women pair off in marriage?
2. What characteristics of individuals are associated with sexual and marital compatibility?
3. What combinations of characteristics in husbands and wives are associated with sexual and marital compatibility?
4. How do individuals change during the course of marriage?
5. How are these changes related to the nature of the marriage relationship established?

During the years 1935-1938, I enlisted the cooperation of 300 engaged couples. Each of these 600 individuals was assessed with an elaborate battery of techniques including anthropometric measures, blood groupings, a battery of psychological tests, and a 36-variable personality rating scale. In addition, a personally administered questionnaire was used to obtain essential biographical data.

Each of the participating subjects agreed to advise me of the date of his marriage if the engagement eventuated in a marriage, or of the broken engagement if it did not. The original research design called for an annual follow-up questionnaire from each husband and wife for seven years, and retesting at the end of the seven-year period.

The follow-up program was initiated on the anniversary of the first marriage and followed until 1941, at which time it was interrupted by the general dislocation of all civilian activities. The subjects were advised of the writer's intention to return to these studies after the war. In spite of these good intentions I was not able to give serious attention to the project again until 1952-53. That year was spent in re-ordering all previously collected data and planning a full-scale follow-up study to be carried out in 1953-54.

Plans for this follow-up study called for recontacting as many as possible of the original 600 subjects, securing as a minimum a report on the present outcome of the marriage or of the engagement, and inviting all subjects to participate in the final follow-up phase of the study which included (a) retesting on five of the seven psychological tests used in the original battery, and (b) report-

ing in detail on the marriage between research partners and other intervening life experiences.

In spite of the fact that 16 to 18 years had elapsed between the time of the original testing and the initiation of this major follow-up program, we were successful in securing definitive information regarding the present outcome of all 300 engagements. Parenthetically, it may be of interest to report these outcomes: 278 of the original 300 engagements resulted in marriage of the research partners. There were 22 broken engagements; all but 5 of the 44 individuals involved later married someone else. Of the 278 marriages, 12 were terminated by death and 39 by divorce. After nearly 20 years, then, 454 of the original 600 persons are still living as husband and wife in 227 marriages.

As might be expected, the subjects, although originally contacted in the New England area, were when recontacted widely dispersed throughout the United States, and several of them live in foreign countries. It was therefore necessary to plan to collect all data in this follow-up phase of the project by mail. Because we planned to ask for approximately six hours of further participation on the part of each subject, it was decided to mail forms to the subjects in two sets. The first of these, mailed in August, 1954, included six forms: the five tests being readministered, and one new instrument, a specially prepared form of Osgood's Semantic Differential. These materials were sent to 521 subjects. The remainder of 1954 was spent in the preparation of two detailed questionnaires, one designed to permit each subject to report on the details of his own life experience during the intervening years, and the other to report the details of his marriage. The second set of forms was placed in the mail about the first of this year. Completed retest forms were returned by 446 of the 521 subjects, or 86%. While this return is not the 100% which we ideally might have hoped for, it is sufficiently large to encourage us to believe that findings based on an analysis of the data will be reasonably representative of the entire sample.

I wish that sufficient time had elapsed since the collection of these new data for me to summarize even tentatively our findings relevant to the five questions asked at the beginning of the project 20 years ago. Such, however, is not the case. In fact, all the data have not yet been coded. Fortunately, the personality retest data was obtained

in time to permit a series of analyses concerning the changes in personality variables over this fairly long span of years. At this time, then, I should like to report to you the findings growing out of these analyses. Even with respect to the problem of personality consistency and change, we have not been able to complete all of the detailed analyses needed for a definitive report and interpretation.

I am sure you will want to know a little about the subjects represented in the sample studied. At the time of original testing, all were members of couples with definite anticipations of marriage. The resulting sample is obviously a select one, in that it is composed of persons who responded positively to an invitation to participate in a long-term scientific study of marriage and were willing to contribute initially six to eight hours of their time as well as enter into an agreement to report annually for seven years on the outcome of their marriage. It is not surprising, therefore, that the resulting sample turned out to be superior to the general population in education and intelligence. Only 1% of the men never went to high school and 75% had at least one year of college; nearly 20% had some sort of graduate or professional training. The females were somewhat less selected on the basis of education; nevertheless, approximately two-thirds of them had attended college for varying lengths of time. The IQ equivalent of the mean score on the Otis Self-Administering Test of Mental Ability was 115 for the males and 112 for the females at the time of the original testing. The mean age of the men at the time of the original testing was 26.7 and that of the women 24.7, with nearly 9 out of 10 of the subjects being between the ages of 21 and 30. With respect to religious affiliation, 82% of the males and 89% of the females indicated membership in some church. Approximately 11% of the sample indicated a preference for the Catholic and 8% for the Jewish faith.

We can never know in what manner and to what degree our sample is selected by virtue of its being composed of persons who volunteered to participate in a study of marriage. Admittedly, it does not include, for example, the sorts of people who marry impulsively or those who still regard marriage as a relationship inappropriate for scientific study. However, in a study such as this, one cannot hope for a sample truly representative of the general population. Our goal was that of securing a sample with sufficient variation on each of the variables

studied to permit analyses of covariance. In this respect we succeeded. In spite of the operation of known selective factors, the sample studied was characterized by wide individual differences with respect to each of the roughly 200 variables on which the subjects were assessed. And except for education and intelligence, the resulting distributions on the other variables were very similar to those of normative samples.

Since in any study of change it is necessary to obtain measures at two points in time, the retest data which I shall report are based on subsamples of the original samples: those subjects who accepted the invitation to participate in the retest phase of the project. These subsamples included 215 of the original 300 males and 231 of the original 300 females. Furthermore, in order to facilitate the data analyses, I have excluded all cases for whom there was missing any original or retest score on any one of the 103 scores derived from the five tests. The resulting *N*'s are 176 males and 192 females. As might be expected, a comparison of the retested and nonretested samples revealed differences on many of the original measures. While many of these differences are statistically significant and are of interest in themselves as characterizing groups that did and did not choose to participate in the final phase of the project, they are relatively small in magnitude and do not show a systematic pattern of differences for the two sexes. It appeared defensible, therefore, to carry out our analyses of stability and change on those personality variables using the records of the 176 males and the 192 females for whom complete test-retest data were available. Admittedly, our findings will be generalizable only to a population of adults sufficiently cooperative to provide comparable data.

We should also keep in mind that whereas I shall, in most of the analyses, be treating these two samples simply as samples of men and women in general, they are further selected as being primarily the sorts of people who tend to marry. Of the 176 males, 146 were still married at the time of the retest; of the 192 women, 156 were still married at the time of the retest. And, although we shall in these analyses not be primarily concerned with the marriages of these couples, it should be pointed out that 116 of these men and an equal number of women were still married to each other at the

time of the retest. To the degree that congruent assortative mating occurred, that is, to the degree that like tend to marry like, any sex differences in the original test scores will tend to be smaller than might be found for samples of men and women not married to each other. Also, since a man and woman married to each other may be assumed to have shared a large proportion of the life experiences intervening between the two testings, it is possible that sex differences in changes in test scores are smaller than would be found for samples of men and women not married to each other.

TEST BATTERY

The original assessment battery selected in 1934 included the following standardized instruments: the Otis Self-Administering Test of Mental Ability, the Allport-Vernon Scale of Values, the Bernreuter Personality Inventory, the Bell Adjustment Inventory, Strong's Vocational Interest Inventory, and two of Remmers' Generalized Attitude Scales (13), one designed to measure Attitude toward any Institution, the other, Attitude toward any Activity. Because it seemed likely (then as now!) that available techniques did not measure adequately all potentially important aspects of personality, we developed a 36-trait graphic personality rating scale; this was used to obtain three sets of ratings for each subject: by self, by research partner, and by five acquaintances.

While we should have liked to have obtained retest scores on all of these measures, limitations in the total amount of time which could be requested of subjects dictated some reduction in the retest battery. The first test to be eliminated was the Otis Self-Administering Test of Mental Ability. Being a timed instrument, it was doubtful that subjects should be asked to administer it to themselves under strict time limits. Furthermore, the definitive results of the 30-year follow-up study of Army Alpha Scores by Owens in 1953 made less essential the inclusion of an intelligence test in this study. Since the original battery had included two adjustment inventories, it seemed reasonable to eliminate one of them; the Bernreuter was chosen over the Bell primarily because the items in the latter are worded primarily for high school students and approximately a quarter of the items deal with adjustment to the parental home. Finally, although we should have much liked to have obtained per-

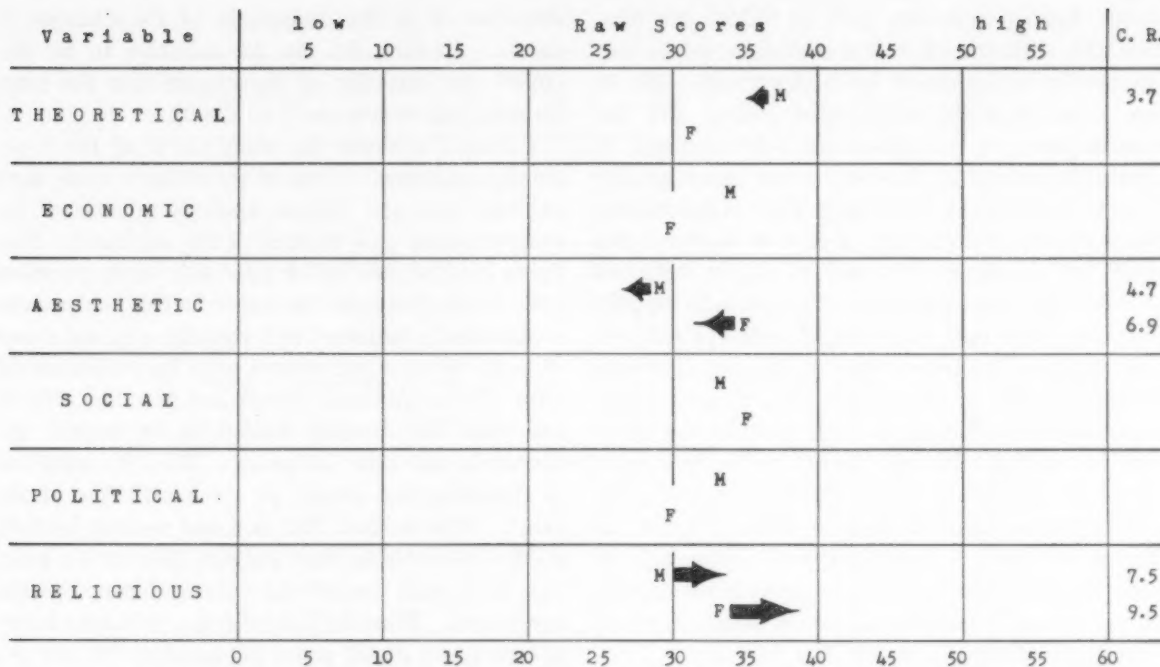


FIG. 1. Allport-Vernon Scale of Values. Means at Time I and mean changes after 20 years.

sonality ratings by five present associates of our subjects, we decided to deny ourselves this luxury, primarily because securing such ratings proved to be one of the more difficult aspects of the original assessment program. We did, however, use the original 36-trait rating scale in the retest battery to obtain two additional sets of ratings by self and by partner.

These five instruments provided us with scores on 103 variables. Lest my audience become worried that I am about to discuss changes in each of these at length, I hasten to assure you that such is not my plan. In fact, because of probable redundancy in these variables, it was not regarded as necessary to analyze all of them in detail. Criteria for selection of variables will be mentioned as we now turn to the results, instrument by instrument. In an effort to enable you to perceive the results more rapidly, I shall present these results in the form of graphs rather than tables, even though some precision is thus lost.

Figure 1 presents the means at Time I and the mean changes after nearly 20 years in scores on the six scales of the Allport-Vernon Scale of Values. Since the Scale of Values is a relatively widely used instrument, I will remind you only that it is designed to measure the relative prominence of six basic interests or motives in personality: theoretical,

economic, aesthetic, social, political, and religious. The original form of this instrument published in 1931 was used both for the original and retest.

Inasmuch as the same general format will be used in presenting the data for the other instruments, certain general features of the figure should be noted. The variables are indicated in the left-hand column. The scale over which scores may range is shown across the top of the figure with the high scores on the right. The letters M and F in each of the rows are placed at points corresponding to the original mean scores of the male and female samples. Mean changes in scores for each variable are indicated by arrows showing the direction and approximate magnitude of the changes. These changes have been indicated in the figure only if the difference was at least 2.5 times its standard error, in which case the critical ratio has been indicated in the column on the right-hand side of the figure.

As will be noted, only 5 of the possible 12 changes on Fig. 1 are significant. By all odds the largest, and in fact the most significant, of all changes to be reported is that for Religious values. Both the men and women score about 5 points higher in their middle years than as young men and women. The change amounts to about one-half sigma of the original score distribution. Since

scores derived from the Scale of Values are relative, this shift toward higher Religious values was necessarily accompanied by a downward shift on one or more of the other value scales. For the women, most of this downward shift occurred in Aesthetic values; for the men, it was about equally divided between Aesthetic and Theoretical values. Quite frankly, I do not know how to interpret this small but significant shift toward higher Religious values. Two alternate interpretations seem equally possible. The shift may merely reflect a cultural change which has taken place in the last 20 years. Perhaps people are generally more religious today than they were during the last part of the great depression. Equally possible and probably a more acceptable interpretation is that in our present-day society people tend to become more religious as they grow older. A recent personal communication from Professor Irving Bender reports a similar enhancement of religious values in a small group of Dartmouth students retested after 15 years.

One additional aspect of this figure deserves your attention, again, because it is also characteristic of those which follow. Note that while small sex differences are reflected in the original means of the men and women on certain of the scales, there is but little evidence of sex differences either in the

direction or in the magnitude of the changes in scores. In fact, for the 38 variables to be discussed, the direction of the change was the same for men and women on 32 of the 38.

Figure 2 presents the story for 6 of the 8 attitudes measured. (Two of the attitude scales were omitted from the present analysis because of incomplete data on a number of the subjects.) This figure is to be read in the same way as the previous one. Note that only the upper half of the pro-con continuum is indicated and that the original scores of both the men and women were favorable toward most of these attitude objects and practices. Note, too, that the changes tended to be toward the favorable end after 20 years. The one exception is Housekeeping, shown on the fourth line of the chart. Here we find that men and women, initially mildly favorable in their attitude toward this practice, both shift toward the unfavorable end of the continuum. Whether this reflects a cultural change or the effect of 20 years of married life, we are not able to say with any certainty!

As a measure of interests, the men's form of Strong's Vocational Interest Blank was used for both men and women; this provided comparable measures for each pair of research partners. Both the original and retest responses to Strong's Blank

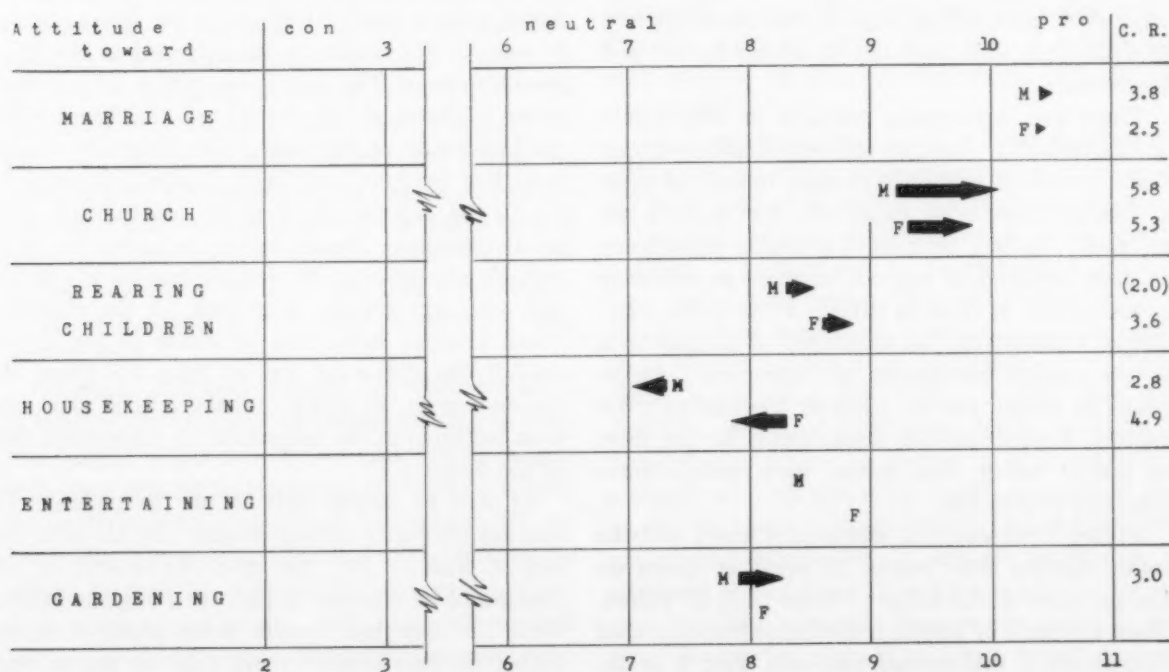


FIG. 2. Remmers' Generalized Attitude Scales. Means at Time I and mean changes after 20 years. (N = 176 males, 192 females.)

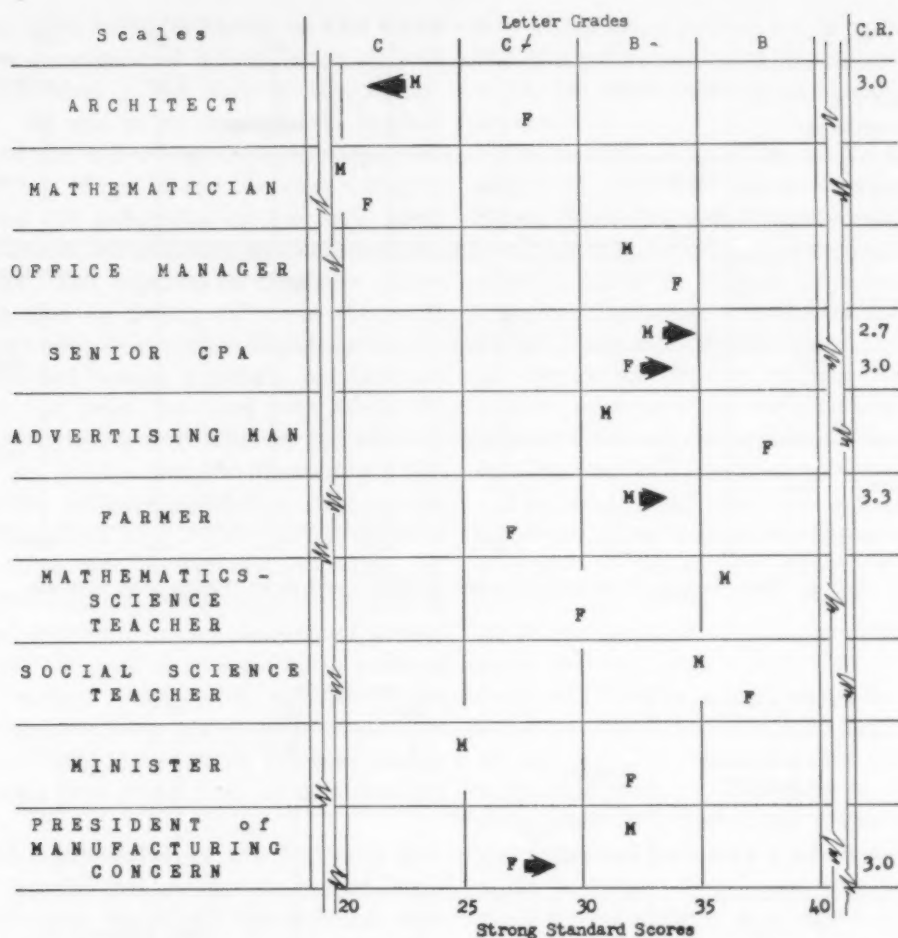


FIG. 3. Strong V.I.B. Selected Vocational Interest Scores. Means at Time I and mean changes after 20 years.

were scored on 47 variables. Figure 3 presents the results for 11 of the vocational interest scores. These particular scales were selected on the basis of two criteria: first, each has a relatively high plus or minus factor loading on one of the five interest factors, and second, the occupation is one which might be followed by either men or women.

While expected sex differences occur in original scores of several of the variables, it is again of interest that there are relatively few sex differences in the changes in scores. Only 5 of the 22 possible changes are statistically significant. In the case of the CPA score, both men and women score significantly higher after 20 years. The men show a small but significant shift toward a lower score on the Architect scale and the women, for reasons which I shall not attempt to explain, score significantly higher on the scale "President of a Manufacturing Concern." In general, however, note that

the picture is again one of few and small score shifts for either sex.

Figure 4 presents the data for five other personality variables. The first two were derived by applying the Flanagan keys to the Bernreuter Personality Inventory, these having been used in preference to the four original keys because the two are relatively uncorrelated and account for practically all of the variance in the other four. Since there are sex differences in the raw score norms for these two scales, the means for the men and women have been located on a percentile scale. While there was no essential sex difference in the original score for either of these scales, the women show a small but statistically significant shift toward greater self-confidence at Time II. I shall not venture an interpretation of this change until we have had an opportunity to determine whether or not it is related to other aspects of married life.

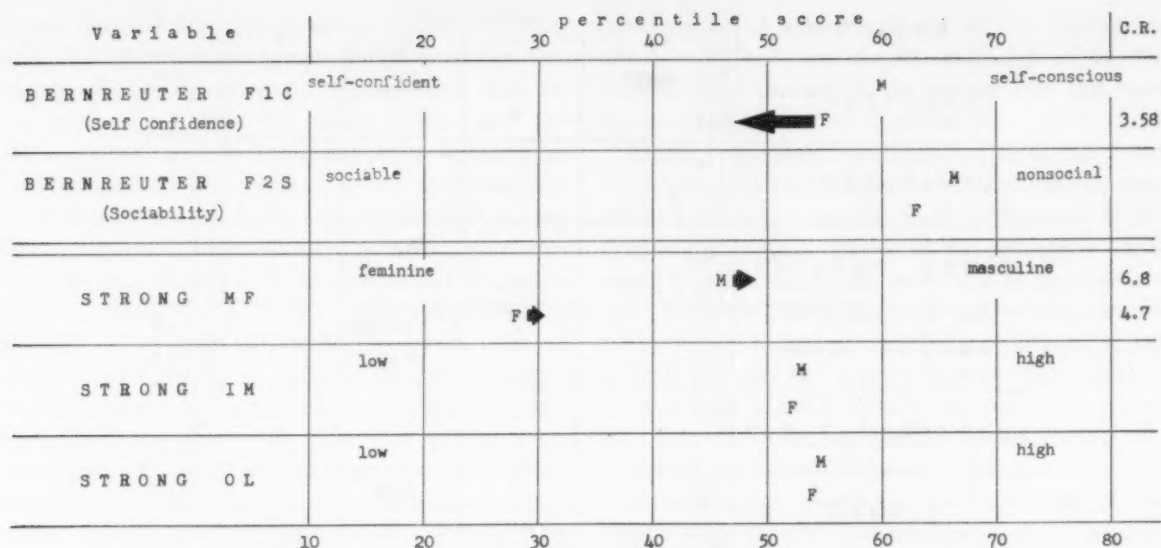


FIG. 4. Other personality variables; means at Time I and mean changes after 20 years.



FIG. 5. Self ratings on personality variables; means at Time I and mean changes after 20 years.

The other three variables shown on this figure are the three nonvocational interest scales derived from Strong's blank. The first is Masculinity-Femininity. As was to be expected, the original means for the men and women are widely separated on this scale, the letters M and F corresponding to the 30th and 3rd percentiles of the male adult norms, and to the 1st and 50th percentiles of the female norms. Not expected on the basis of the evidence reported by Strong (17) was the small but significant shift in the masculine direction for both the men and women, especially not expected by one who had been associated with Lewis M. Terman and Catherine Cox Miles in the research reported in the volume *Sex and Personality* (18). In fact, all the evidence reported in that volume and by Strong would have led to just the opposite prediction. The data of Terman and Miles, all based on cross-sectional comparisons of groups at different ages and with varying amounts of schooling, show that the peak of masculinity in males is reached in the high school period, and that of the females during the college period, after which time both show a trend toward more feminine scores, the trend being more pronounced for men than for women.

Again, the interpretation of this finding is hazardous. It may be that our sample studied longitudinally points to meaningful trends which were masked by cultural differences obtaining in the developmental periods of the several age groups sampled by Terman and Miles and by Strong. It may also be true that the last 20 years have been accompanied by cultural changes tending to result in more masculine scores for anyone who has lived his first 20 years of adulthood during this period. To the extent that during this period the home has become more mechanized through modern appliances, and on the assumption that women find that they like the mechanical aspects of home appliances, it is understandable that women should become somewhat more masculine in their likes and dislikes. An equally plausible explanation for the shift in masculinity scores in the men for the same period is not readily available. Perhaps our entire culture is becoming more mechanized all the time, and while both men and women react favorably to these changes, men respond a little more than women. This seemingly simple explanation may well be the correct one. As an hypothesis, it fits both our own findings and those reported by Ter-

man and Miles, providing one is willing to assume that this mechanization of the culture is a process which has been going on gradually for several decades.

The last two scores shown on the figure are two additional personality measures derived from the Strong Blank: Interest Maturity and Occupational Level. It will be recalled that the Interest Maturity score is based on weights corresponding to the differential responses of a representative group of United States males at the ages of 15 and 25 years. At the age of 25 our subjects, both men and women, scored at about the 30th percentile for 25-year-old men and no significant change occurred for either sex over the 20 years.

The Occupational Level scale is based on weights corresponding to the differential responses of representative samples of men between the ages of 18 and 60, representing what might be termed the upper and lower levels of occupations, i.e., professional men vs. unskilled men. Here again, we note practically identical scores for the men and women at the time of the original assessment with no significant shift in these scores at the time of the later test administration. This point on the continuum corresponds to a point about midway between the mean scores of foremen and office workers.

We now turn to a comparison of self ratings made by the subjects at a median age of 25 and again 20 years later. Although the rating scale used for these self ratings included 36 variables, a factor analysis of the ratings of associates showed that not more than 10 relatively independent dimensions were being tapped by the scale. We therefore selected 10 of the 36 variables, each with a relatively high loading on one of these 10 factors and each with relatively low intercorrelations with

TABLE 1
NUMBER OF PERSONALITY VARIABLES SHOWING
SIGNIFICANT CHANGES IN MEANS

Domain	Total	No Change	For Both Sexes	For One Sex
Allport-Vernon Values	6	3	2	1
Attitudes	6	1	4	1
Vocational interests	11	7	1	3
Other personality variables	5	3	1	1
Self ratings	10	6	4	0
Total	38	20	12	6

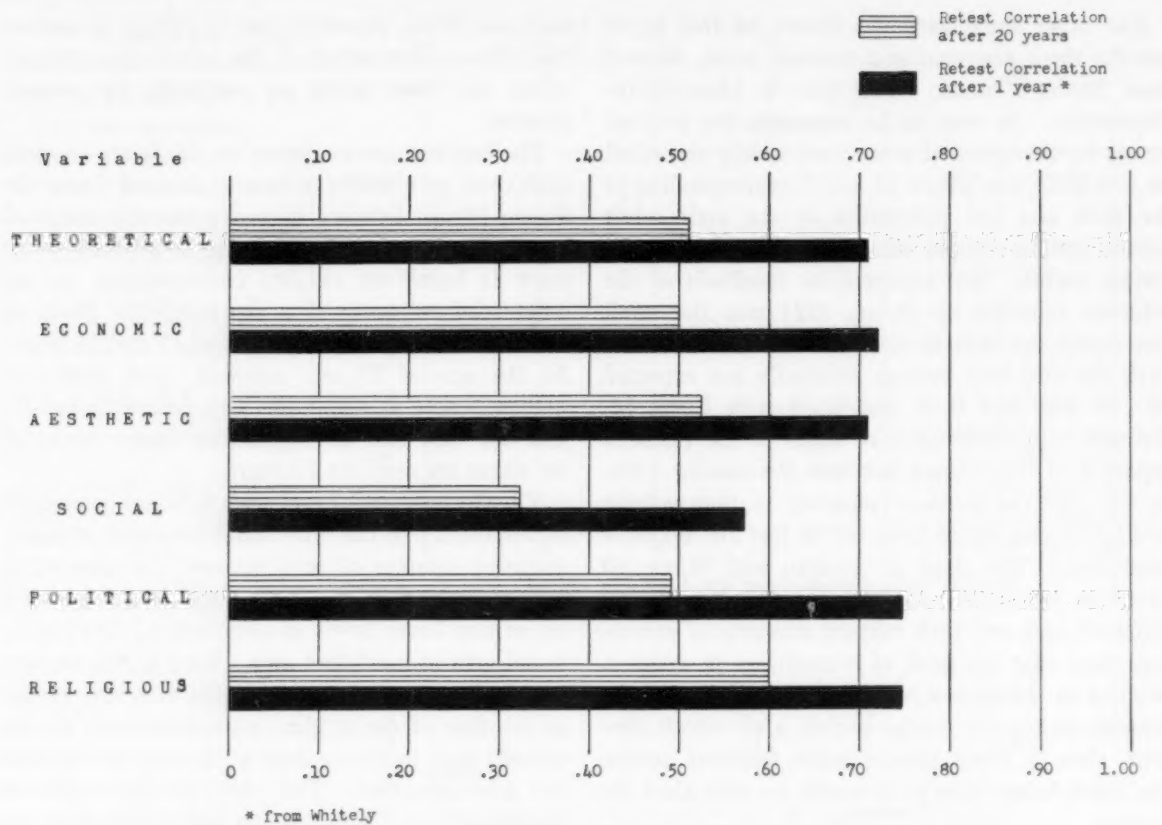


FIG. 6. Allport-Vernon Scale of Values.

one another. The findings for these 10 variables are shown in Fig. 5. Since this scale was designed for use by relatively unsophisticated raters, all of the items were originally phrased in terms of simple questions such as: "How peppy is he? How intelligent is he?" etc. The scale was of the graphic type with only three "landmarks": a descriptive phrase at each end of the scale with the phrase "most people" appearing at the center of the line. The high and low ends of the scales were randomly staggered in an effort to reduce halo effect.

We note first the generally comparable means for the men and women in these self ratings. While some of the sex differences in the original mean ratings are statistically significant, none of them are large. Some reason to accept the validity of these self ratings is the slight but significant difference in self ratings of intelligence by the men and women on both occasions, a difference roughly proportional to the measured difference in intelligence of the two groups. Furthermore, self ratings on this simple continuum at Time I correlate about .45 with Otis scores.

Note that significant changes over 20 years occurred for only 8 of the 20 comparisons. Again, too, we find the absence of sex differences with respect to these shifts. For each variable showing a significant shift for the men there is also a significant shift for the women. Certain of these shifts, although small, are in line with general expectations. Thus, both the men and women at the age of 45 rate themselves as somewhat less peppy than 20 years earlier; they also report that they are inclined to be somewhat less neat in their dress and somewhat less broad in their interests. I am not sure what to make of the shift toward an admitted poorer temper. Perhaps by the time one gets to be 45, one is a little more objective in evaluating this aspect of one's personality!

A summary of the findings with respect to absolute changes in the mean scores of these 38 personality variables is shown in Table 1. We note that:

1. For 20 of the 38 variables, there was no significant change in mean score for either sex.

2. In the case of the 18 variables for which the mean change was statistically significant, the magnitude of the change was still relatively small.

3. These changes, though small, tend to be in the same direction for both sexes.

4. Even though small, each of the significant changes in means is of theoretical interest, but, in the absence of adequate age norms at the two points in time, may be equally well interpreted as due to increasing age or cultural change.

INTRA-INDIVIDUAL CONSISTENCY OF PERSONALITY VARIABLES OVER LONG TIME INTERVALS

We now turn to an analysis of changes in scores on these same 38 personality variables for individuals. The absence of mean changes could have resulted from either of two states of affairs: for any measure, individuals could have shown little or no change, or alternately, changes in the scores of individuals could have cancelled each other.

In this analysis of change, we shall first compare the retest correlations over the 20-year time span with retest correlations on the same measures for

relatively short time intervals. Again, we shall utilize graphical presentation of the results.

Figure 6 presents the findings for the Allport-Vernon variables. For each of the variables shown on the left of the chart, the black bar indicates the retest correlation over a period of 12 months for college students tested by Whitely (19) as juniors and again as seniors. The striped bar indicates the magnitude of the retest correlation over the approximately 20-year time span for our subjects.

In these charts we have combined the data for our men and women subjects since the values of these correlations for the men and women were generally within sampling errors of each other. In general, our data lend no confirmation to the popular belief that women are more fickle than men.

Looking again at Fig. 6, it will be seen that for all of the six Allport-Vernon variables, the test-retest correlations over 20 years are considerably smaller than those for the 12-month time interval. Thus, the value for the longer time interval for the Theoretical scale is .51 for our subjects as compared with .71 reported by Whitely. It is also of interest to note that the scores on Social values,

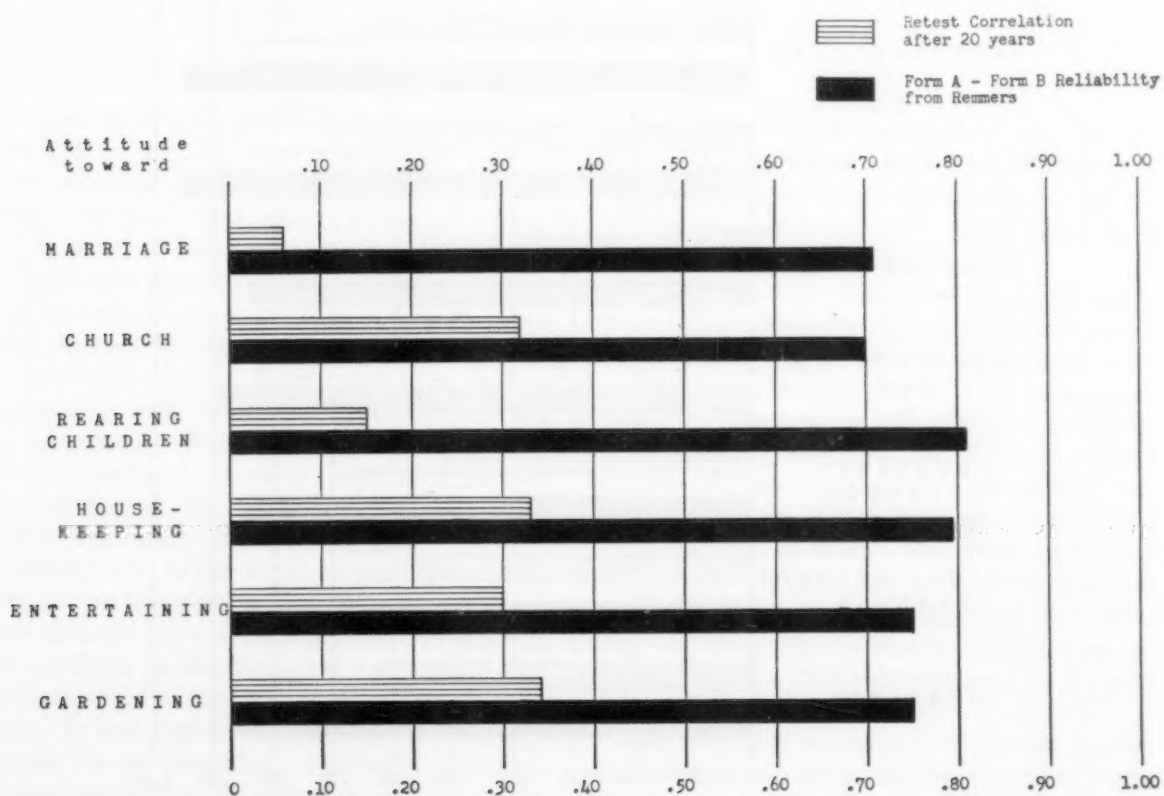


FIG. 7. Remmers' Generalized Attitude Scales.

which are measured less reliably than the other five values, show the lowest test-retest correlation over the 20-year period.

Figure 7 presents comparable results for the six sets of attitude scores. For these measures, we were unable to obtain any test-retest correlations over short time periods and, therefore, have plotted the black bar to correspond to the reported Form A-Form B reliability of the scales, i.e., retest correlations over a very brief time interval. It is immediately obvious that the attitude scores of our subjects were much less stable than their value

scores on the Allport-Vernon. Thus we note that there is almost no relationship between scores on the attitude toward Marriage at Times I and II. The highest value shown on the figure is .33 for attitudes toward the practice of Housekeeping, as compared with a reported reliability of .79 for this particular scale.

By contrast, over this long time span, vocational interest scores for our subjects were relatively stable. Figure 8 presents the essential data for 9 of the 11 vocational interest scores used. Since for several of the scales Strong has provided data showing test-

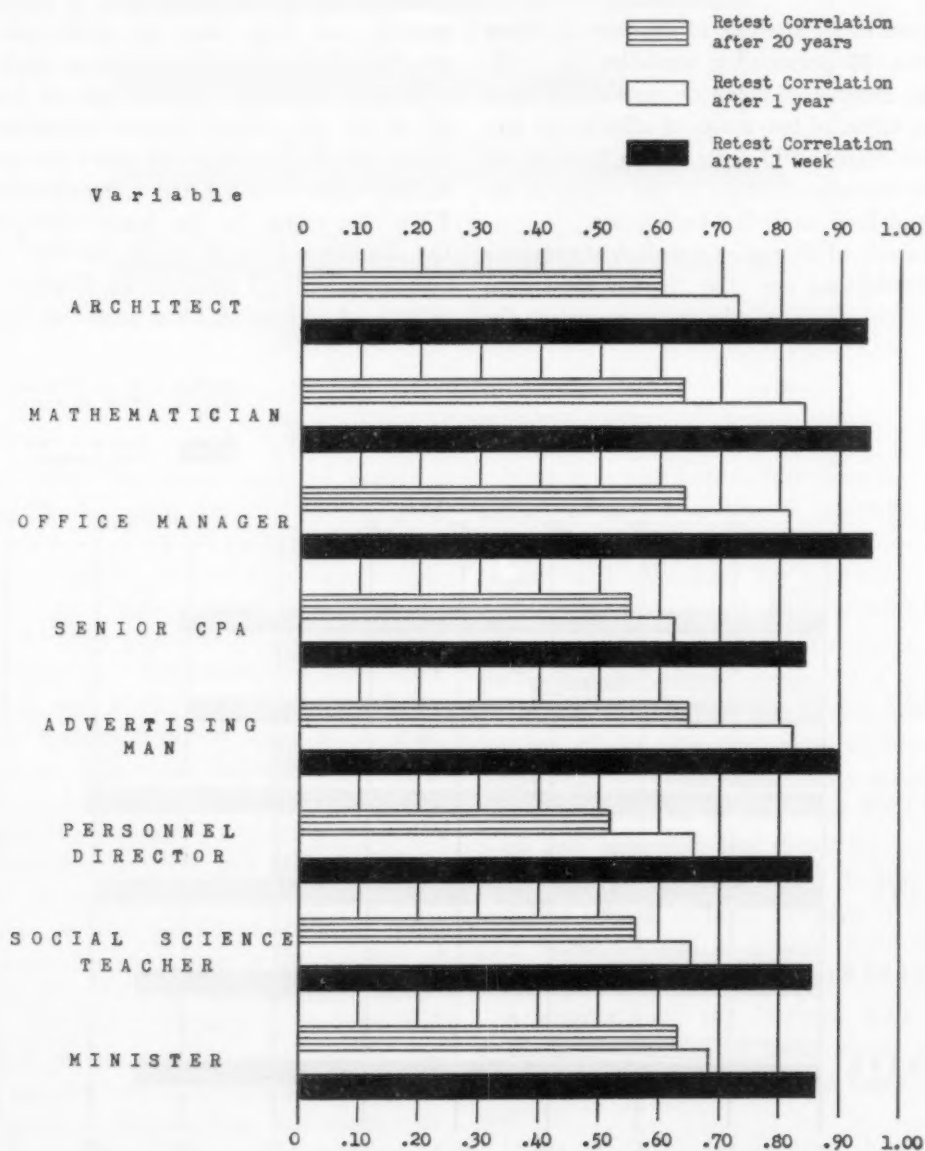


FIG. 8. Strong V.I.B. Vocational Interests.

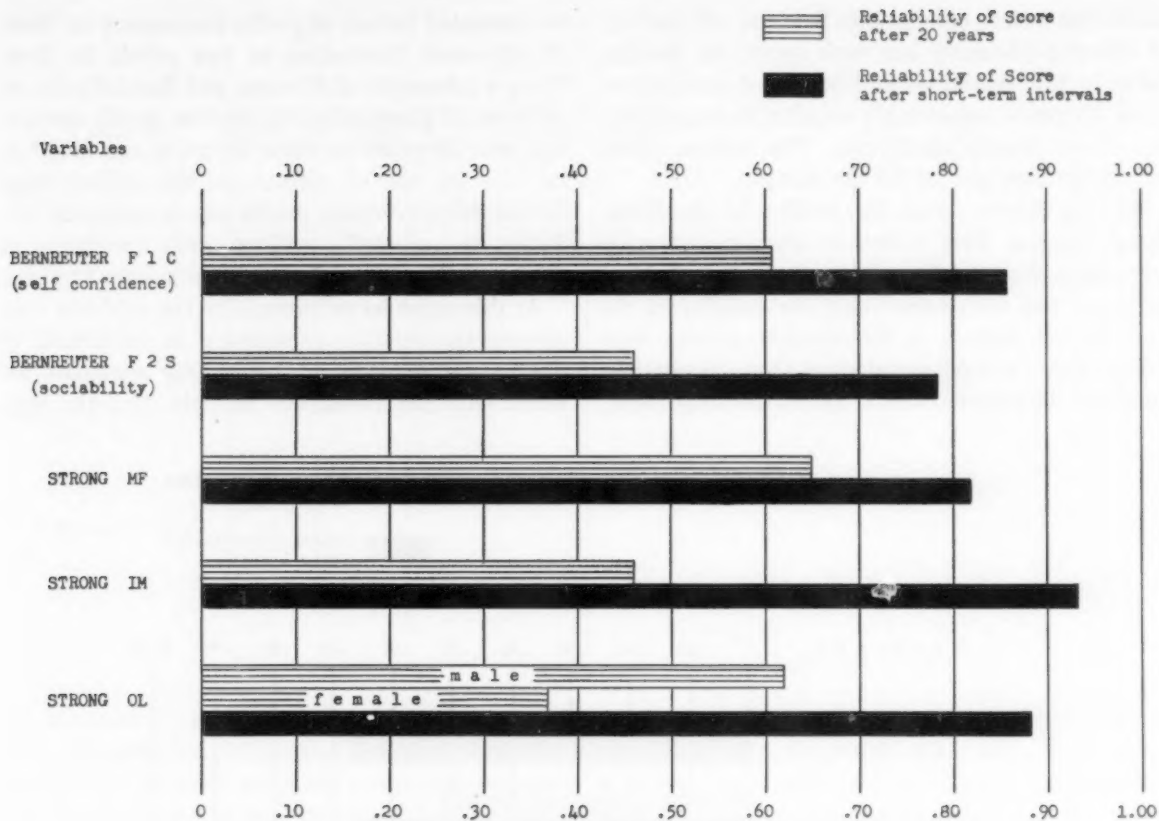


FIG. 9. Other personality variables.

retest correlations for periods of one week and one year (16, p. 78), we have incorporated both of these estimates of short-term consistency in this chart. The black bars refer to retest correlations over a period of one week and the unshaded bars to correlations for a retest interval of one year.

As was anticipated on the basis of Strong's previously reported findings on the long-term stability of vocational interests, these correlations tend to be relatively high; the median is .62 for men and .57 for women. While for all scales the 20-year retest correlation is somewhat lower than the one-year correlation, the difference in the values for some occupations is rather small.

Turning now to the other personality variables (Fig. 9), we find that the story is much the same. Since no retest correlations over short time intervals were available for the Bernreuter scores, the shaded bars correspond to the reported reliabilities of these scales. It is of interest to note that the retest correlations for the Masculinity-Femininity scores are of about the same magnitude as those for the vocational interest scores on the Strong blank. By con-

trast, we note a much lower value (.46) for the Interest Maturity scores even though these two Strong scales have about the same reported reliabilities and show the same retest correlations over short time intervals.

The last line of this chart deserves special attention in that it shows the only significant sex difference in consistency of personality measures over this long time span: a value of .62 for our males and .37 for the females. It will be remembered that the Time I scores on this OL variable were approximately equal for the two sex samples and that neither group shifted its mean scores significantly over the 20 years. This little understood scale may measure something less relevant to women than men, it may measure an aspect of personality which stabilizes later in women than in men, or this may be just a chance difference at the .01 level of significance.

What about the consistency of the self percept as reflected in self ratings on the personality variables at two points widely separated in time? Our findings are shown in Fig. 10. The black bars in-

dicate the retest correlations between self ratings of college sophomores one week apart; the median value is .63. Again, we find our retest correlations after 20 years considerably smaller in magnitude, yet all statistically significant. The median values are .33 for men and .39 for the women.

Just as Strong found the profiles of the Vocational Interest Test scores to show considerably more long-term stability than scores on individual scales, it may be assumed that the stability of the over-all self percept is considerably greater than reflected by the median values of these correlations on single dimensions. As a test of this hypothesis,

we computed indices of profile congruency on these 10 self-rated dimensions at two points in time. Using a subsample of 20 cases, and Kendall's tau as an index of congruency, the median profile correlation over 20 years for these 10 traits was found to be .55. By way of comparison, the median value for the Allport-Vernon profile was found to be .65. Strong has reported a median profile correlation of .75 for the Vocational Interest profile over 22 years.

At this point let us summarize the evidence concerning the relative consistency in adulthood of the several domains of personality variables for which data are available. In estimating the rela-

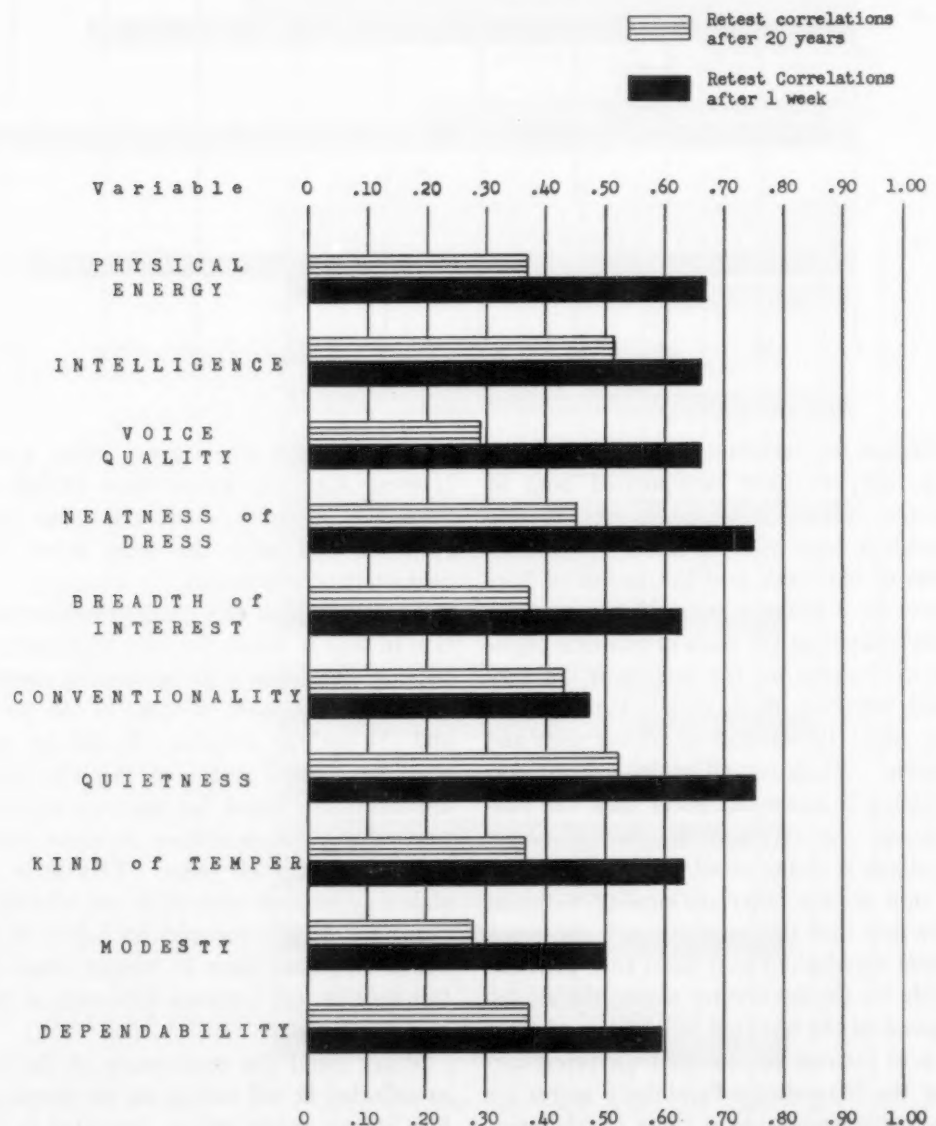


FIG. 10. Self ratings on personality variables.

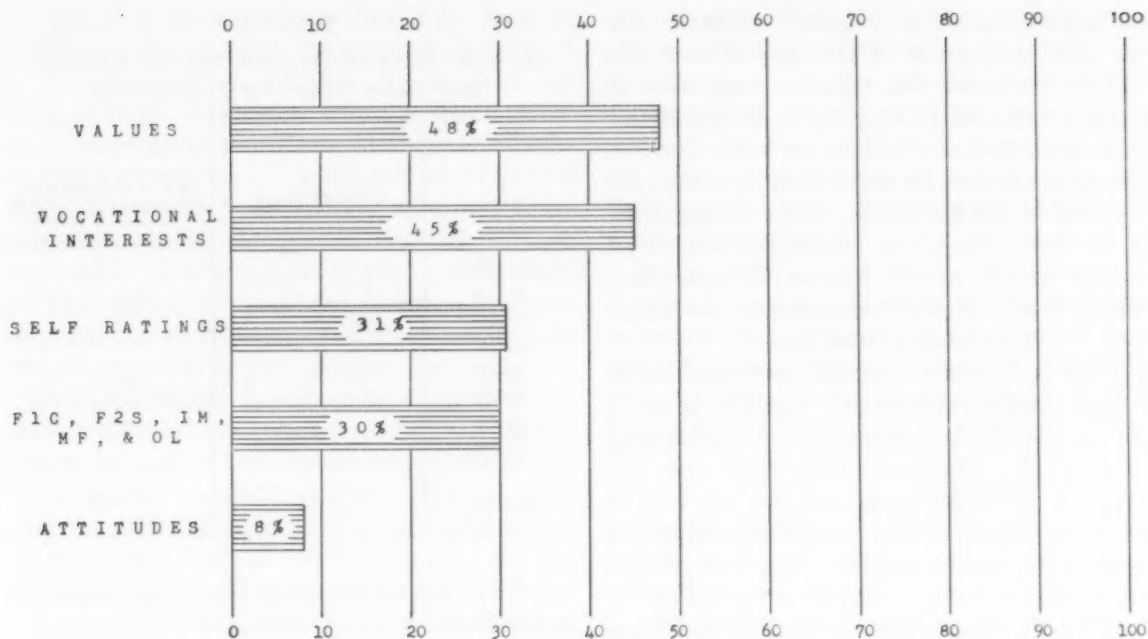


FIG. 11. Estimated long-term consistency of five domains of personality variables.

tive consistency we first corrected the median retest correlation for attenuation, thus providing an estimate of the most probable correlation between true measures at the two points in time. As an index of consistency, it seemed most appropriate to utilize the coefficient of determination, i.e., the squared values of those coefficients after correction for attenuation. The resulting values are shown in Fig. 11.

It will be noted at once that the five domains of variables fall into three groups. Values and vocational interests are the most stable, each with an index of approximately .50. Self ratings and the other personality variables are also about equally consistent but with indices about .30. The lowest consistency appears for attitudes, the index being less than .10. While it is essential that any generalizations from these findings be limited to measured variables of the kind here sampled, it is my best guess that this figure fairly accurately summarizes the degree of relative consistency that characterizes the several domains of personality variables.

In view of the considerable evidence for the general constancy of IQ, during the developmental period, and as reported by Owens and by Bayley and Oden for adult groups, it is likely that intelligence would have appeared at the top of this chart, had retest scores been available. Next in

order among the personality variables we find values and vocational interests. Apparently these scores are indicative of relatively deeply ingrained motivational patterns that do not change greatly during the period of middle age. Less stable over this long period of time, but as much so as scores based on many test items, are self ratings on specific personality variables. The relative inconstancy of attitudes during the period of adulthood came as something of a surprise. While it is possible that this relatively low index of constancy is a function of the particular and limited set of attitudes sampled or of the attitude scales utilized, I am inclined to believe that further research will indicate attitudes to be generally less stable than any other group of personality variables. The relative changeability of attitudes is probably a function of their specificity and the fact that alternative attitude objects can easily be substituted one for the other in the service of maintaining an individual's system of values. Thus a person with high social values as measured by the Allport-Vernon scale might shift his attitudes toward and even his allegiance from one to another of several alternative institutions or organizations, each dedicated to the service of humanity.

Although we have thus far been emphasizing the relative consistencies of personality variables, I would call your attention to the fact that Fig. 10

has a "ground" as well as a "figure." Note the relatively wide open spaces to the right of each bar. In effect, these are the relative proportions of variance which may be expected to change during the period of life with which we are here concerned. I venture to say that the potentiality, yes, even the probability of this amount of change during adulthood is considerably greater than would be assumed from any of the current theories of personality. Similarly I suspect that these changes are larger than would be expected by most laymen.

I find it intriguing to speculate as to whether or not these changes in personality variables in adulthood are sufficiently systematic to be predictable for individuals. Conceivably they result from the interaction of so many varied forces in the lives of individuals that prediction of specific changes for individuals may not be possible. To the degree that psychology can develop techniques for predicting the magnitude and direction of change in individual personalities, we should become more effective in the long-term prediction of vocational, marital, and emotional adjustment.

In order to facilitate the analysis of changes in scores, a standard score representing the difference between Time I and Time II scores was computed for each variable, for each of the subjects. In computing these standard scores we utilize the means and standard deviations of the original distribution of scores for each sex. Finally, in order to facilitate computation, these standard scores were transformed into stanine scores. For each individual, then, we had in addition to the original and retest scores, a third set of 38 scores indicative of the direction and magnitude of change over the 20-year period.

Thus far, our studies of change have proceeded along the following lines:

1. an analysis of the relation of change scores to original status scores;
2. an analysis of the degree to which change on specific variables is related to changes on other variables;
3. an analysis of the earlier personality correlates of change scores for a single variable, Interest Maturity as measured by the Strong Blank;
4. an analysis of the relation of changes in paired individuals presumably subject to similar environmental influences.

Time does not permit reporting these studies in

TABLE 2
DISTRIBUTION OF CORRELATIONS BETWEEN ORIGINAL
AND CHANGE SCORES FOR 37 VARIABLES
(*N* = 176 Males)

<i>r</i> Minus	Obtained Values	Expected on Basis of Statistical Regression Assuming No Change in Variance of Scores
80-89	/	
70-79	//	
60-69	//// //	
50-59	//// //// //	///
40-49	//// ///	//// //
30-39	//// /	//// //
20-29		//// //// //// /
10-19		/
Median	-54	-30

detail, but I shall summarize briefly the procedures and findings for each of them.

THE RELATION OF CHANGE TO ORIGINAL STATUS

The first question to which we addressed ourselves was: How are these change scores related to original status scores? For each of the measures, correlations were computed between Time I scores and the corresponding change scores. Since the change scores are indicative of the direction as well as the magnitude of the change, with a mean change score indicative of no change, it was anticipated that statistical regression alone would result in negative values of the status-change correlations. Expressed in less formidable language, subjects who, because of errors of measurement, originally receive scores higher than their true scores tend on a retest to receive lower scores; similarly subjects scoring lower than their true scores are likely to score higher on a retest. For each measure, therefore, it was necessary to estimate, on the basis of the known reliability of the score, the probable value of the status-change correlation that would result from statistical regression alone. Obviously, the lower the reliability of the score, the greater will be the correlation between original and change score; for a test with .00 reliability, the status-change correlation due to statistical regression alone would be .707.

The resulting distributions of obtained and estimated status-change correlations for the male subjects are shown in Table 2. These estimates assume

no change in variance from Time I to Time II scores. As will be noted, the obtained values tend to be considerably larger than the expected, the medians being $-.54$ and $-.30$. Not shown in the table, but even more pertinent from the standpoint of statistical significance, is the fact that for each of the 37 variables,³ the obtained value was larger than the expected. It appears, therefore, that we are confronted with a general phenomenon which might be called "maturational regression," a tendency for the retest scores of extreme scoring subjects to regress toward the mean of the group.

This phenomenon of maturational regression appears to account for as much as half the variance of change for some variables and for as little as 5% of the change variance in other variables. It is most dramatically illustrated for the variable "Attitude toward Marriage" which it will be recalled was one of the variables showing a relatively low test-retest correlation over 20 years. Assuming a reliability of $.71$ for this measure and no reduction in score variance, the status-change correlation that might be expected on the basis of statistical regression alone is $-.38$; the actual obtained correlation between status and change is $-.84$ for the men and $-.68$ for the women. Expressed in nonstatistical terms, our subjects who tended to have extreme attitudes toward marriage at Time I were most likely on the retest to have moved to a much more moderate position on this continuum.

It is my best guess that these regressive changes of extreme scorers are a function of a variety of social forces operative on the individual. If a person finds himself too deviant from his group on a variable subject to change, he apparently finds it easier to shift toward the norm than away from it. Obviously, this statement does not hold for all individuals; strong ego involvement in one's position on the continuum might well lead to "no change" or even to a change in the direction of still greater deviance.

On first thought, it would appear that regression would necessarily result in reducing the variance of retest scores as compared with original scores. This may occur, but not necessarily. Consider the case of successive administrations of a test of $.00$ reliability. As noted above, the resulting status-

change correlation would be $.707$, yet the variance of the two distributions of scores would be essentially the same. Consider also the case of filial regression: tall fathers tend as a rule to have sons shorter than themselves, and short fathers sons taller than themselves, yet the means and standard deviation of fathers' heights and sons' heights tend to be quite comparable.

For our data, the fact is that for more than half of the 38 variables studied, the Time II score variances were somewhat smaller than those for Time I. These differences were large enough to achieve statistical significance, however, for less than a fifth of the variables. The most significant reduction in variance occurred in "Attitude toward Marriage," "Attitude toward the Church" and self ratings on "modesty." These were variables for which the status-change correlations were also high—all above $.70$.

That a highly significant amount of maturational regression may occur without a corresponding decrease in the variance of Time II scores is shown for the variable Interest Maturity. Because of the high reliability of this variable ($.93$) the status-change correlation expected from statistical regression is only $-.19$; the actual values are $-.49$ for the men and $-.53$ for the women, yet the Time I and Time II variances are almost equal in size. That persons scoring low on Interest Maturity at the age of 25 might be expected to increase their scores 20 years later is hardly surprising. Why persons originally scoring high on this variable should regress and at the age of 45 score more like 15-year-olds than they did at the age of 25 is an intriguing matter to which we will return later.

INTERRELATIONSHIPS OF CHANGE SCORES

Our next attempt to explore the phenomenon of personality change started with the question: if an individual changes on one personality variable, is this change a relatively specific one or is it likely to be accompanied by changes on one or more other variables? For each sex group we computed the 38×38 matrix of intercorrelations; note, however, in this case we were dealing not with the usual set of intercorrelations of test scores, but with the intercorrelations of the differences between scores at Time I and Time II.

For obvious reasons, I shall not ask you to look at the resulting matrices. I do, however, wish to

³ The value of the Time I change correlation for one variable was inadvertently lost in the electronic computer! Because the findings were so consistent, it was not regarded as necessary to compute it separately.

TABLE 3
INTERCORRELATIONS OF CHANGE IN SELF RATINGS
(*N* = 176 males)

Variables	1	2	3	4	5	6	7	8	9	10
1 Pep	—	.09	.14	.09	.18	.02	-.11	.09	.00	.18
2 Intelligence		—	.19	.05	.11	.07	.04	.02	.06	.18
3 Voice			—	.28	.10	-.04	-.03	.19	.03	.12
4 Dress				—	.14	.13	-.03	.17	.01	.29
5 Interests					—	-.04	-.06	.07	.19	.18
6 Conventionality						—	.13	.05	.09	.20
7 Boisterous-quiet							—	.14	.21	.13
8 Temper								—	.11	.21
9 Modesty									—	.16
10 Dependability										—

call your attention to certain of their features. First of all, as has been generally true for the previously reported analyses, the values tended to be very similar for the men and women subjects. Secondly, the values of the intercorrelations tended to be low: of the 703 intercorrelations in each matrix, less than 20% were significant at the 1% level. Thirdly, changes on approximately half of the variables were found to be unrelated to changes on any of the other 37 variables. All of these facts point to the conclusion that personality changes as reflected in these difference scores tend to be relatively specific.

As examples of this specificity, I shall present two small segments of the total correlational matrix for the men. Table 3 presents the intercorrelations of changes in self ratings on the 10 personality variables. Of these 45 correlations only 5 are significant at the 1% level, and these are relatively small in magnitude. Even though these 10 variables were selected from the original 36 as relatively uncorrelated, I had fully expected evidence for one common factor in this little matrix—a factor reflecting a shift over the 20 years in the general level of self esteem. If such a factor is operative its contribution to variance of changes in self ratings is extremely small.

As a second example, we now turn to that section of the matrix showing the intercorrelations of changes in attitude scores. It will be recalled that these scores had a relatively low index of consistency over the 20-year interval, hence the changes on them might well covary. The facts are shown in Table 4. Again the intercorrelations are generally low, only 3 of the 15 reaching a value of .20.

In view of the generally low correlations among the change scores, our original plan of factoring the entire matrix was not carried out. Further inspection showed significant correlations of change

scores among the six value scores; these were anticipated because of the manner in which the scores are derived, i.e., one can increase his score on a single scale only by decreasing it on one or more of the other five. Even under these circumstances the highest intercorrelation (for the males) was $-.39$ indicating a tendency for Economic and Aesthetic value scores to change in opposite directions.

Similarly, in view of the fact that many items on the Strong Blank contribute to several scores derived from it, significant intercorrelations of change scores were expected and found. In general, these were of the same sign and magnitude as the correlations reported by Strong among the scales. For example, score changes indicating a subject's interests becoming more like those of Personnel Manager correlated $+.73$ with changes in the direction of higher Interest Maturity. The correlation reported by Strong between these two scales is $+.75$.

Inspection of the intercorrelations between changes in Allport-Vernon and Strong scores showed more than a chance number of significant relationships but not as many as might have been expected on the basis of the common factors shown to underlie these two sets of measures in studies by Ferguson, Humphreys, and Strong (5) and by Duffy and Crissy (4).

Had relatively high intercorrelations been found among these change scores, we would have attempted to identify the one or few common factors and their early personality correlates. However, the relatively marked specificity of these change scores suggests the fallacy of current attempts to posit and assess a global trait of personality rigidity. Our findings are in line with those of a number of recent studies reporting generally low and insignificant

TABLE 4
INTERCORRELATIONS OF CHANGE ON
SIX ATTITUDE SCORES
(*N* = 176 males)

	1	2	3	4	5	6
1 Marriage	—	.24	.07	.01	-.06	.08
2 Church		—	.10	.07	.10	.13
3 Rearing children			—	.20	.12	.11
4 Housekeeping				—	.21	.05
5 Entertaining					—	-.01
6 Gardening						—

ficant correlations among so-called measures of rigidity (1, 3).

CORRELATES OF CHANGES IN INTEREST MATURITY

Had the interrelationships among the change scores pointed to the existence of one or more general factors, we had planned to describe the sorts of people who do and do not tend to show marked personality changes in adulthood. In view of the lack of evidence for any general factor of change, we decided to carry out a more limited study of the earlier background correlates of one set of change scores, those for the Strong variable, Interest Maturity. It will be recalled that this variable was one for which there were no sex differences in original scores and no significant change in means or variances over the years for either sex. Furthermore it was a variable for which Time II scores showed considerably more regression toward the mean than was expected from statistical regression alone. These facts posed the interesting question: what kinds of people tend between the ages of 25 and 45 to change their scores on the continuum, reflecting, on the one end, the modal interests of 15-year-old boys, and on the other, the modal interests of 25-year-old men?

In this analysis, carried out for the men only, Interest Maturity change scores were correlated with 66 measures obtained at Time I. Included were Time I scores on the 38 variables treated throughout this report, age, height, Otis IQ, education, church membership, and similar background variables.

Here again the results can be summarized very briefly: only 8 of the 66 correlations were significant at the 1% level. Six of these 8 were negative correlations with Time I Strong scores: Interest Maturity and occupational scores for Personnel Manager, Mathematics-Physical Science Teacher, Social Science Teacher, Minister, and Senior CPA. In general, those men who showed early interests similar to men in the above professions were more likely to score more like 15-year-olds at age 45 than they did at age 25. Conversely, the less our subjects were like men in these professions at Time I, the more they tended to score higher on the Interest Maturity Scale at Time II.

There were two other significant correlates of Interest Maturity change scores: age at the time of the first test, and attitude toward rearing chil-

dren. Increase in Interest Maturity scores tended to go with younger age and with more favorable attitudes toward rearing children at time of first testing

Taken together, these findings suggest the possibility that for some men, there occurs an early (and perhaps premature) development of vocational interests characteristic of professional persons who work with and try to help people; this may lead to later disillusionment and a tendency to develop interest patterns more characteristic of persons who prefer to work with ideas and things rather than directly with other human beings. Changes in the direction of lowered maturity of interests were found to be significantly associated with interest changes toward those of an architect, a mathematician, and a president of a manufacturing concern. Lest it be assumed that I am making a value judgment regarding such changes of interest, let me remind you that members of these three professions may do fully as much for their fellow men as members of professions who prefer to help people through interpersonal relationships. Furthermore, the fact that change scores on Interest Maturity do not correlate significantly with changes in the Allport-Vernon value scores suggests that one may change his vocational interests without necessarily shifting his basic system of values.

RELATIONSHIP OF CHANGES IN PAIRED INDIVIDUALS PRESUMABLY SUBJECT TO COMMON SOCIAL FORCES

In our last exploration of changes in the 38 personality variables, we capitalized on the fact that 116 of the male subjects and an equal number of the women had been members of a close diadic group through the time span. As husband and wife, each subject had presumably filled a relatively prominent role in the social environment of another. Was there any systematic relationship between the changes in one and the original scores of the other member of the pair?

To answer this question, correlations were computed between each set of change scores and the original scores of the spouse. The results can be summarized very briefly: for both cross-spouse comparisons, the correlations were all relatively low indicating but little tendency either for the husband to change toward the original score of his wife or the wife to change toward that of her husband. In fact, although the magnitude of most of

the correlations was not large enough for them to be individually significant, nearly three out of four were negative, indicating a slight trend for changes for both the husband and wife to be away from the original score of the other. Since the directions of these relationships tended to be similar to those between status and change for men and women separately, it seemed likely that the change scores of husbands and wives, presumably subject to many of the same social forces, would be positively related. While these correlations were found to be generally positive, they were also small, achieving statistical significance for only 4 of the 38 variables: economic, social and religious values, and attitude toward marriage.

It is commonly believed that persons married to each other tend with the passing years to become more and more similar; in fact, I have even heard it said that this principle holds for physical appearance. Obviously, our data provided for a direct test of this hypothesis. For the 116 couples, husband-wife correlations were computed between Time I scores for each of the 38 variables and again at Time II. In line with our preliminary report on assortative mating for the 300 engaged couples (8) of which these 116 constitute a subsample, the Time I correlations were found to be positive for practically all variables, ranging from $-.02$ to $.58$. In other words, we found no evidence⁴ to support the opinion that "opposites attract."

What about the Time II correlations? In general, they proved to be no different than those at the time of original testing! Actually they were slightly smaller for 21 of the 38 variables and the few statistically significant shifts were in the direction of the couples becoming less similar with the elapse of 20 years. However, since some of the Time II correlations were attenuated because of slightly reduced variances of measures on the retest, the most conservative generalization seems to be that the initial similarity between husbands and wives becomes neither greater nor less with the passing years. Apparently the initial similarity is adequate for most husbands and wives to establish and maintain a cohesive relationship without the

need to become more alike. And while we can readily think of many forces tending to promote increasing congruence between mates, we must not overlook the apparently equal impact of centrifugal forces associated with maintaining the many kinds of role differentiation expected of husbands and wives in our culture.

This completes the report of our explorations of personality consistency and change in adulthood. The sample of variables studied was necessarily limited to the techniques available 20 years ago, but the results for the several variables are so consistent that we may accept them as pointing to generalizations that are likely to be confirmed in later research.

With respect to personality consistency, our results can and probably will be used to support very different theoretical positions. Absolute changes in personality scores tended to be small but similar in direction and magnitude for men and women. We found evidence for considerable consistency of several variables, in spite of fallible tools and a time span of nearly 20 years. But we also found evidence for considerable change in all variables measured. These changes were shown to be relatively specific rather than reflecting any over-all tendency to change. While measurable changes occurred on most variables, it appears that correlates of these changes are many and elusive, and hence changes in scores are likely to be difficult to predict for individuals. Finally, we found that the measurable changes showed little or no relation to known forces assumed to be dominant in an individual's immediate social environment; this finding points to the probable difficulty of obtaining firm knowledge concerning the mechanisms of effecting change.

The intensive study of any aspect of growth and development cannot but serve to increase one's respect for the integrative capacities of the human organism. Beginning with the complex structures and functions provided by its unique genetic constitution, each organism, while maintaining its organic integrity and a considerable residue of its original nature, moves through its maturational cycle adapting to and permitting itself to be modified by selected aspects of its immediate environment. These adaptive changes, occurring most rapidly in the years of infancy and childhood, are so appropriately timed that they do not threaten

⁴ Note, however, that our personality variables did not include any measures of "needs" which Winch, Ktsanes, and Ktsanes (20) believe to be negatively correlated in assortative mating.

the organism either physiologically or psychologically. Our findings indicate that significant changes in the human personality may continue to occur during the years of adulthood. Such changes, while neither so large nor sudden as to threaten the continuity of the self percept or impair one's day-to-day interpersonal relations are potentially of sufficient magnitude to offer a basis of fact for those who dare to hope for continued psychological growth during the adult years.

REFERENCES

1. APPLEZWEIG, DEE G. Some determinants of behavioral rigidity. *J. abnorm. soc. Psychol.*, 1954, **49**, 224-228.
2. BAYLEY, NANCY, & ODEN, MELITA H. The maintenance of intellectual ability in gifted adults. *J. Geront.*, 1955, **10**, 91-107.
3. CATTELL, R. B., & WINDER, A. E. Structural rigidity in relation to learning theory and clinical psychology. *Psychol. Rev.*, 1952, **59**, 23-39.
4. DUFFY, ELIZABETH, & CRISSY, W. J. E. Evaluative attitudes as related to vocational interests and academic achievement. *J. abnorm. soc. Psychol.*, 1940, **35**, 226-245.
5. FERGUSON, L. W., HUMPHREYS, L. G., & STRONG, F. W. A factorial analysis of interests and values. *J. educ. Psychol.*, 1941, **32**, 197-204.
6. FISKE, D. W., & RICE, L. Intra-individual response variability. *Psychol. Bull.*, 1955, **52**, 217-250.
7. JAMES, W. *The principles of psychology*. New York: Dover Press, 1950.
8. KELLY, E. L. A preliminary report on psychological factors in assortative mating. *Psychol. Bull.*, 1937, **34**, 749. (Abstract)
9. KELLY, E. L., & FISKE, D. W. *The prediction of performance in clinical psychology*. Ann Arbor: Univ. Michigan Press, 1951.
10. KUHLEN, R. G. Social change; a neglected factor in psychological studies of the life span. *Sch. & Soc.*, 1940, **52**, 14-16.
11. MILES, W. R. Age and human ability. *Psychol. Rev.*, 1933, **40**, 99-123.
12. OWENS, W. A., JR. Age and mental abilities: a longitudinal study. *Genet. Psychol. Monogr.*, 1953, **48**, 3-54.
13. REMMERS, H. H., et al. Studies in attitudes. In *Studies in higher education*, XXVI. Lafayette, Ind.: Purdue Univ., 1934.
14. SHOCK, N. W. *A classified bibliography of gerontology and geriatrics*. Stanford: Stanford Univ. Press, 1951.
15. SMITH, MADORAH E. A comparison of certain personality traits as rated in the same individuals in childhood and fifty years later. *Child Developm.*, 1952, **23**, 161-180.
16. STRONG, E. K., JR. Permanence of interest scores over 22 years. *J. appl. Psychol.*, 1951, **35**, 89-91.
17. STRONG, E. K., JR. *Vocational interests of men and women*. Stanford: Stanford Univ. Press, 1943.
18. TERMAN, L. M., & MILES, CATHERINE C. *Sex and personality*. New York: McGraw-Hill, 1936.
19. WHITELEY, P. L. The constancy of personal values. *J. abnorm. soc. Psychol.*, 1938, **33**, 405-408.
20. WINCH, R. F., KTSANES, T., & KTSANES, VIRGINIA. The theory of complementary needs in mate selection. *Amer. soc. Rev.*, 1954, **19**, 241-249.

APA OFFICERS, DIVISION OFFICERS, EDITORS, COMMITTEES, REPRESENTATIVES, AND RELATED ORGANIZATIONS: 1955-1956

AMERICAN PSYCHOLOGICAL ASSOCIATION, OFFICE OF THE EXECUTIVE SECRETARY

APA OFFICERS ¹

President: Theodore M. Newcomb (1955-56)
University of Michigan
President-elect: Lee J. Cronbach (1955-56)
University of Illinois
Past President: E. Lowell Kelly (1955-56)
University of Michigan
Recording Secretary: Launor F. Carter (1955-58)
The RAND Corporation
Treasurer: Carroll L. Shartle (1947-57)
Ohio State University
Executive Secretary: Fillmore H. Sanford (1950-56)
American Psychological Association

BOARD OF DIRECTORS

The President, the President-elect, the Past President, the Recording Secretary, the Treasurer, the Executive Secretary, and
Stuart W. Cook (1953-56)
Donald W. MacKinnon (1955-56)
Ann Magaret Garner (1954-57)
D. O. Hebb (1954-57)
Dorothy C. Adkins (1955-58)
Neal E. Miller (1955-58)

THE COUNCIL OF REPRESENTATIVES

The Council of Representatives is composed of the Division Representatives, Special Representatives, Representatives of the Conference of State Psychological Associations, and the officers of the Association. The representatives for the current year, with term of office, follow:

Dorothy C. Adkins (1953-56)—Div. 5
Anne Anastasi (1955-58)—Div. 1

¹ The terms of officers begin after the Annual Meeting.

John E. Bell (1955-58)—Div. 12
Irwin A. Berg (1955-58)—Div. 17
Reign H. Bittner (1953-56)—Div. 14
Urie Bronfenbrenner (1955-58)—Div. 8
Judson S. Brown (1954-57)—Div. 3
Josef Brožek (1955-58)—Div. 20
Launor F. Carter (1955-58)—Recording Secretary
Dorwin S. Cartwright (1954-57)—Div. 9
Charles N. Cofer (1953-56)—Conference of State Psychological Associations
Arthur W. Combs (1954-57)—Conference of State Psychological Associations
Lee J. Cronbach (1955-56)—President-elect
Roy M. Dorcus (1954-57)—Conference of State Psychological Associations
Gertrude P. Driscoll (1954-57)—Div. 16
Stanford C. Eriksen (1953-56)—Conference of State Psychological Associations
Leon Festinger (1954-57)—Div. 8
Glen Finch (1954-56)—Div. 19
Warren G. Findley (1953-56)—Div. 15
Sol L. Garfield (1955-58)—Div. 12
Frank A. Geldard (1953-56)—Div. 3
John W. Gustad (1954-57)—Conference of State Psychological Associations
Harry F. Harlow (1955-58)—Div. 3
Eugene L. Hartley (1955-58)—Div. 8
Harold M. Hildreth (1953-56)—Div. 18
Robert R. Holt (1954-57)—Div. 12
Carl I. Hovland (1953-56)—Div. 1
Daniel Katz (1955-58)—Div. 9
E. Lowell Kelly (1955-56)—Past President
Elaine F. Kinder (1954-57)—Div. 18
Robert W. Kleemeier (1955-58)—Div. 20
M. C. Langhorne (1955-58)—Conference of State Psychological Associations

Robert W. Leeper (1955-58)—Div. 8
 Ronald Lippitt (1955-58)—Div. 9
 Abraham H. Maslow (1953-56)—Div. 8
 Dorothea McCarthy (1955-58)—Div. 7
 Fred McKinney (1955-58)—Conference of State Psychological Associations
 George Meyer (1954-56)—Div. 16
 Neal E. Miller (1954-57)—Div. 3
 Kate H. Mueller (1953-56)—Div. 10
 Norman L. Munn (1953-56)—Div. 2
 Theodore M. Newcomb (1955-56)—President
 Harriet E. O'Shea (1955-58)—Div. 16
 Howard E. Page (1954-57)—Div. 19
 Lillian G. Portenier (1954-57)—Div. 2
 Carroll C. Pratt (1955-58)—Div. 10
 Victor C. Raimy (1953-56)—Div. 12
 Anne Roe (1953-56)—Div. 12
 Lawrence S. Rogers (1953-56)—Conference of State Psychological Associations
 Edward A. Rundquist (1953-56)—Div. 13
 David G. Ryans (1954-57)—Div. 15
 Fillmore H. Sanford (1951-56)—Executive Secretary
 Helen D. Sargent (1954-57)—Div. 12
 S. Stansfeld Sargent (1953-56)—Div. 9
 Carroll L. Shartle (1947-57)—Treasurer
 Edward Joseph Shoben, Jr. (1954-57)—Div. 17
 Marie Skodak (1954-57)—Div. 13
 William U. Snyder (1955-57)—Conference of State Psychological Associations
 Donald E. Super (1953-56)—Div. 17
 Erwin K. Taylor (1954-57)—Div. 14
 Robert L. Thorndike (1954-57)—Div. 5
 Joseph Tiffin (1955-58)—Div. 14
 Ruth Updegraff (1953-56)—Div. 7
 Robert S. Waldrop (1955-57)—Div. 17
 S. Rains Wallace, Jr. (1955-58)—Div. 14
 Robert I. Watson (1955-58)—Div. 12
 Alexander G. Wesman (1954-57)—Div. 5
 Delos D. Wickens (1954-57)—Div. 1
 C. Gilbert Wrenn (1955-58)—Div. 15
 Herbert F. Wright (1955-58)—Div. 7

OFFICERS OF DIVISIONS

1. DIVISION OF GENERAL PSYCHOLOGY

President: Delos D. Wickens
 President-elect: Anne Anastasi
 Secretary-Treasurer: W. C. H. Prentice
 Members-at-large of the Executive Committee:
 Halsey M. MacPhee (1955-56)

Frank W. Finger (1954-57)
 Meredith P. Crawford (1955-58)
 Representatives to APA Council:
 Carl I. Hovland (1953-56)
 Delos D. Wickens (1954-57)
 Anne Anastasi (1955-58)

2. DIVISION ON THE TEACHING OF PSYCHOLOGY

President: Wilbert J. McKeachie
 President-elect: Frank W. Finger
 Secretary-Treasurer: Constance Lovell
 Members-at-large of the Executive Committee:
 Wilbert S. Ray (1954-57)
 Floyd L. Ruch (1954-57)
 Paul R. Farnsworth (1955-58)
 Representatives to APA Council:
 Norman L. Munn (1953-56)
 Lillian G. Portenier (1954-57)

3. DIVISION OF EXPERIMENTAL PSYCHOLOGY

President: Frank A. Geldard
 President-elect: Carl Pfaffmann
 Secretary-Treasurer: Benton J. Underwood
 Members-at-large of the Executive Committee:
 William K. Estes (1955-56)
 Edwin B. Newman (1954-57)
 David A. Grant (1955-58)
 Representatives to APA Council:
 Frank A. Geldard (1953-56)
 Judson S. Brown (1954-57)
 Neal E. Miller (1954-57)
 Harry F. Harlow (1955-58)

5. DIVISION ON EVALUATION AND MEASUREMENT

President: Herbert S. Conrad
 President-elect: John C. Flanagan
 Secretary-Treasurer: Alexander G. Wesman
 Members-at-large of the Executive Committee:
 J. P. Guilford (1953-56)
 Harold Gulliksen (1954-57)
 Lee J. Cronbach (1955-58)
 Representatives to APA Council:
 Dorothy C. Adkins (1953-56)
 Robert L. Thorndike (1954-57)
 Alexander G. Wesman (1954-57)

7. DIVISION ON DEVELOPMENTAL PSYCHOLOGY

President: Dale B. Harris
 President-elect: Irvin L. Child
 Secretary-Treasurer: Dorothea McCarthy

Members-at-large of the Executive Committee:

Louise B. Ames (1954-56)
 Jacob L. Gewirtz (1955-57)
 Pauline S. Sears (1955-58)

Representatives to APA Council:

Ruth Updegraff (1953-56)
 Herbert F. Wright (1954-57)
 Dorothea McCarthy (1955-58)

8. DIVISION OF PERSONALITY AND SOCIAL PSYCHOLOGY

President: Abraham H. Maslow
 President-elect: Solomon E. Asch
 Secretary-Treasurer: Eugene L. Hartley

Representatives to APA Council and *ex officio* members of the Executive Committee:

Abraham H. Maslow (1953-56)
 Leon Festinger (1954-57)
 Urie Bronfenbrenner (1955-58)
 Eugene L. Hartley (1955-58)
 Robert W. Leeper (1955-58)

9. THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES—A DIVISION OF THE APA

President: Marie Jahoda
 President-elect: Alvin F. Zander
 Secretary-Treasurer: Robert L. Kahn

Members of the Executive Committee:

Urie Bronfenbrenner (1955-56)
 Morton Deutsch (1954-56)
 John R. P. French, Jr. (1954-56)
 Daniel Katz (1954-56)
 Nevitt Sanford (1954-56)
 Kenneth B. Clark (1955-57)
 Else Frenkel-Brunswik (1955-57)
 Herbert Hyman (1955-57)
 Ronald Lippitt (1955-57)
 M. Brewster Smith (1955-57)

Representatives to APA Council:

S. Stansfeld Sargent (1953-56)
 Dorwin S. Cartwright (1954-57)
 Daniel Katz (1955-58)
 Ronald Lippitt (1955-58)

10. DIVISION ON ESTHETICS

President: Melvin G. Rigg
 President-elect: J. P. Guilford
 Secretary-Treasurer: Kenneth L. Bean

Member-at-large of the Executive Committee:
 Herbert S. Langfeld

Representatives to APA Council:

Kate H. Mueller (1953-56)
 Carroll C. Pratt (1955-58)

12. DIVISION OF CLINICAL PSYCHOLOGY

President: Jean W. Macfarlane
 President-elect: George A. Kelly
 Past President: Harold M. Hildreth
 Secretary-Treasurer: Helen D. Sargent

Members-at-large of the Executive Committee:

Roy Schafer (1954-56)
 Samuel B. Kutash (1955-57)

Representatives to APA Council:

Victor C. Raimy (1953-56)
 Anne Roe (1953-56)
 Robert R. Holt (1954-57)
 Helen D. Sargent (1954-57)
 John E. Bell (1955-58)
 Sol L. Garfield (1955-58)
 Robert I. Watson (1955-58)

13. DIVISION OF CONSULTING PSYCHOLOGY

President: Rose G. Anderson
 President-elect: Jay L. Otis
 Secretary-Treasurer: Katharine B. Greene

Members-at-large of the Executive Committee:

T. W. Richards (1953-56)
 Leon A. Pennington (1954-57)
 Harold M. Hildreth (1955-58)

Representatives to APA Council:

Edward A. Rundquist (1953-56)
 Marie Skodak (1954-57)

14. DIVISION OF INDUSTRIAL AND BUSINESS PSYCHOLOGY

President: Leonard W. Ferguson
 President-elect: Edwin R. Henry
 Secretary-Treasurer: Erwin K. Taylor

Members-at-large of the Executive Committee:

Orlo L. Crissey (1953-56)
 Milton L. Blum (1954-57)
 Brent Baxter (1955-58)

Representatives to APA Council:

Reign H. Bittner (1953-56)
 Erwin K. Taylor (1954-57)
 Joseph Tiffin (1955-58)
 S. Rains Wallace (1955-58)

15. DIVISION OF EDUCATIONAL PSYCHOLOGY

President: James B. Stroud
 President-elect: Harry N. Rivlin

Past President: Guy T. Buswell

Secretary-Treasurer: David G. Ryans

Members-at-large of the Executive Committee:

Daniel A. Prescott (1953-56)

T. Ernest Newland (1954-57)

Glen M. Blair (1955-58)

Representatives to APA Council:

Warren G. Findley (1953-56)

David G. Ryans (1954-57)

C. Gilbert Wrenn (1955-58)

16. DIVISION OF SCHOOL PSYCHOLOGISTS

President: James R. Hobson

President-elect: Gertrude P. Driscoll

Past President: Judith I. Krugman

Secretary: Harriet E. O'Shea

Treasurer: Harold A. Delp

Members-at-large of the Executive Committee:

Eli M. Bower (1955-56)

Arthur W. Combs (1955-56)

Doris R. Miller (1955-56)

Representatives to APA Council:

George Meyer (1954-56)

Gertrude P. Driscoll (1954-57)

Harriet E. O'Shea (1955-58)

17. DIVISION OF COUNSELING PSYCHOLOGY

President: Edward S. Bordin

President-elect: Harold B. Pepinsky

Secretary-Treasurer: Edward Joseph Shoben, Jr.

Members-at-large of the Executive Committee:

C. Gilbert Wrenn (1953-56)

Henry B. McDaniel (1954-57)

Ralph F. Berdie (1955-58)

Representatives to APA Council:

Donald E. Super (1953-56)

Edward Joseph Shoben, Jr. (1954-57)

Robert S. Waldrop (1955-57)

Irwin A. Berg (1955-58)

18. DIVISION OF PSYCHOLOGISTS IN PUBLIC SERVICE

President: Robert S. Waldrop

President-elect: Albert P. Maslow

Secretary-Treasurer: Elaine F. Kinder

Members-at-large of the Executive Committee:

Herbert S. Conrad (1953-56)

Kenneth B. Ashcraft (1955-56)

Lawrence S. Rogers (1955-58)

Representatives to APA Council:

Harold M. Hildreth (1953-56)

Elaine F. Kinder (1954-57)

19. DIVISION OF MILITARY PSYCHOLOGY

President: Robert L. Thorndike

President-elect: Charles W. Bray

Secretary-Treasurer: Howard E. Page

Representatives to APA Council:

Glen Finch (1954-56)

Howard E. Page (1954-57)

20. DIVISION ON MATURITY AND OLD AGE

President: John E. Anderson

President-elect: James E. Birren

Secretary-Treasurer: Robert W. Kleemeier

Members-at-large of the Executive Committee:

Jeanne G. Gilbert (1953-56)

William A. Owens, Jr. (1955-57)

Bettye M. Caldwell (1955-58)

Representatives to APA Council:

Josef Brožek (1955-58)

Robert W. Kleemeier (1955-58)

CONFERENCE OF STATE PSYCHOLOGICAL ASSOCIATIONS

Chairman: William U. Snyder

Chairman-elect: Fred McKinney

Secretary-Treasurer: John W. Gustad

Representatives to APA Council:

Charles N. Cofer (1953-56)

Stanford C. Ericksen (1953-56)

Lawrence S. Rogers (1953-56)

Arthur W. Combs (1954-57)

Roy M. Dorcus (1954-57)

John W. Gustad (1954-57)

William U. Snyder (1955-57)

M. C. Langhorne (1955-58)

Fred McKinney (1955-58)

COUNCIL OF EDITORS

The Council of Editors consists of the editors of all the journals of the Association.²

American Psychologist: Fillmore H. Sanford (1951-56)

Contemporary Psychology: Edwin G. Boring (1956-61)

² Terms of editors are inclusive.

- Journal of Abnormal and Social Psychology*: M. Prewster Smith (1956-61)
Journal of Applied Psychology: John G. Darley (1955-60)
Journal of Comparative and Physiological Psychology: Harry F. Harlow (1951-62)
Journal of Consulting Psychology: Laurance F. Shaffer (1947-58)
Journal of Experimental Psychology: Arthur W. Melton (1951-62), Chairman
Psychological Abstracts: C. M. Louttit (1947-57)
Psychological Bulletin: Wayne Dennis (1953-58)
Psychological Monographs: General and Applied: Herbert S. Conrad (1948-57)
Psychological Review: Theodore M. Newcomb (1954-59)

STANDING COMMITTEES

POLICY AND PLANNING BOARD

- Ann Margaret Garner (1953-56)
 Nicholas Hobbs (1953-56), Chairman
 Douglas McGregor (1953-56)
 Donald B. Lindsley (1954-57)
 Neal E. Miller (1954-57)
 Victor C. Raimy (1954-57)
 Launor F. Carter (1955-58)
 Edwin B. Newman (1955-58)
 Carl R. Rogers (1955-58)

PUBLICATIONS BOARD

APA Editors:

- Arthur M. Melton (1955-56)
 Laurance F. Shaffer (1954-57)
 John G. Darley (1955-58)

Noneditors:

- Harold Seashore (1953-56)
 Robert L. Thorndike (1953-56)
 Arthur L. Irion (1954-57)
 Daniel Katz (1954-57), Chairman
 John E. Anderson (1955-58)
 Helen Peak (1955-58)

Ex officio:

- Fillmore H. Sanford
 Carroll L. Shartle

FINANCE COMMITTEE

- Carroll L. Shartle (1947-57), Chairman
 Leonard W. Ferguson (1953-56)
 John G. Peatman (1954-57)
 John W. Gardner (1952-58)

CONVENTION PROGRAM COMMITTEE

- Richard P. Youtz (1953-56), Chairman
 Eugene I. Burdock (1954-57)
 George W. Albee (1955-58)
 Lee J. Cronbach, *ex officio*
Local Arrangements:
 George S. Speer (1956)
 Jack A. Kapchan (1957)

COMMITTEE ON SCIENTIFIC AND PROFESSIONAL ETHICS AND CONDUCT

- Ruth S. Tolman (1951-56)
 Marion A. Bills (1952-57)
 John F. Dashiell (1953-58), Chairman
 J. McV. Hunt (1954-59)
 Leo J. Postman (1955-60)

ELECTION COMMITTEE

- Laurance F. Shaffer (1953-56)
 O. Hobart Mowrer (1954-57)
 E. Lowell Kelly (1955-58), Chairman

COMMITTEE ON STUDENT ACTIVITIES

- Hugh M. Bell (1953-56)
 Alex C. Sherriffs (1953-56)
 Lawrence I. O'Kelly (1954-57)
 Leona E. Tyler (1954-57)
 Edward E. Anderson (1955-58)
 Stanley B. Williams (1955-58), Chairman

COMMITTEE ON PUBLIC RELATIONS

- Rensis Likert (1953-56)
 Roger T. Lennon (1954-57), Chairman
 C. R. Carpenter (1955-58)

MEMBERSHIP COMMITTEE

- Meredith P. Crawford (1953-56), Chairman
 Raymond G. Kuhlen (1954-57)
 Ann Margaret Garner (1955-58)

SPECIAL COMMITTEES³

COMMITTEE ON PRECAUTIONS IN ANIMAL EXPERIMENTATION

- Richard L. Solomon, 1952, Chairman
 Donald R. Meyer, 1954
 Eliot Stellar, 1955

³ Special committees are committees appointed by the Council of Representatives or Board of Directors, but not required by the Bylaws. Ordinarily members of these committees serve without predetermined terms; the date of first appointment is given. The members of each committee are listed in order of appointment.

COMMITTEE ON THE RELATION OF PSYCHOLOGY TO
PSYCHIATRY

John G. Darley, 1951, Chairman
George A. Kelly, 1953
Nevitt Sanford, 1953
Milton Wexler, 1953
Fillmore H. Sanford, *ex officio*

COMMITTEE ON INTERNATIONAL RELATIONS IN
PSYCHOLOGY

Leonard Carmichael (1953-56), Chairman
Robert R. Blake (1955-56)
Rudolf Arnheim (1954-57)
Clarence H. Graham (1954-57)
Robert B. MacLeod (1955-58)
William D. Neff (1955-58)
Corresponding members:

Leo P. Crespi (Germany), 1952
Clark L. Hosmer (France), 1952
Eugene Jacobson (Norway), 1952
Roger W. Russell (England), 1952
Maurice E. Troyer (Japan), 1952

COMMITTEE ON ETHICAL STANDARDS OF PSYCHOLOGISTS

Wayne H. Holtzman, 1955, Chairman
(Other members to be announced at a later date)

COMMITTEE ON RELATIONS WITH THE SOCIAL WORK
PROFESSION

Leonard S. Kogan (1953-56), Chairman
Ronald Lippitt (1953-56)
Paul W. Penningroth (1953-56)
John Arsenian (1954-57)
Boyd R. McCandless (1954-57)
Hubert S. Coffey (1955-58)
Goodwin Watson (1955-58)

COMMITTEE ON ACADEMIC FREEDOM AND CONDITIONS OF EMPLOYMENT

H. H. Remmers (1951-56)
C. Roger Myers (1952-57)
Jean W. Macfarlane (1953-58)
Edwin B. Newman (1954-59), Chairman
Charles E. Osgood (1955-60)

COMMITTEE ON PSYCHOLOGICAL TESTS

David V. Tiedeman (1953-56), Chairman
Oscar K. Buros (1954-57)
Lindsey R. Harmon (1955-58)

Ex officio:

Robert L. Ebel
Jacob S. Orleans

EDUCATION AND TRAINING BOARD

Stanford C. Ericksen (1955-56)
Frank W. Finger (1954-56)
Donald W. Fiske (1955-56)
B. von Haller Gilmer (1955-56)
Charles R. Strother (1955-56)
Albert S. Thompson (1954-56)
Marion E. Bunch (1953-56)
Dael Wolfe (1953-56)
Edward S. Bordin (1954-57), Chairman
Robert B. MacLeod (1954-57)
Kenneth E. Clark (1955-58)
Victor C. Raimy (1955-58)

Ex officio:

Bruce V. Moore (1952-56), Executive Officer

Committee on Undergraduate Education

Dwight W. Chapman, Jr. (1953-56)
Frank W. Finger (1953-56), Chairman
John W. Gustad (1954-57)

Stanley B. Williams (1954-57)

Neil R. Bartlett (1955-58)

William N. Schoenfeld (1955-58)

Committee on Subdoctoral Education

William A. McClelland (1953-56)
Albert S. Thompson (1953-56), Chairman

Noble H. Kelley (1954-57)

Leona E. Tyler (1954-57)

Joseph E. Barmack (1955-58)

David V. Tiedeman (1955-58)

Committee on Doctoral Education

Roger G. Barker (1953-56)

Theodore M. Newcomb (1953-56)

Stanford C. Ericksen (1954-57), Chairman

Robert A. Patton (1955-57)

Eliot H. Rodnick (1955-58)

Donald W. Taylor (1955-58)

Committee on Postdoctoral Education

Donald W. Fiske (1953-56), Chairman

Julian B. Rotter (1953-56)

Thelma G. Alper (1954-57)

David C. McClelland (1954-57)

Anne Anastasi (1955-58)

Arthur L. Benton (1955-58)

Committee on Evaluation

William U. Snyder (1953-56)

Charles R. Strother (1953-56), Chairman

Karl F. Heiser (1955-56)

Judson S. Brown (1954-57)
 Harold B. Pepinsky (1954-57)
 Leslie Phillips (1955-58)
 Robert I. Watson (1955-58)
 Bruce V. Moore, *ex officio*

Committee on Psychology in Other Professional Schools

Ivan Norman Mensh (1953-56)
 B. von Haller Gilmer (1953-57), Chairman
 Lawrence I. O'Kelly (1955-58)

COMMITTEE ON QUESTIONNAIRES

A. G. Bayroff, 1955, Chairman
 John T. Dailey, 1955
 Richard S. Fitzpatrick, 1955
 Albert P. Maslow, 1955

HOUSE COMMITTEE

Fillmore H. Sanford, 1951
 Jerry W. Carter, Jr., 1952, Chairman
 Harold M. Hildreth, 1954
 Irwin M. Rosenstock, 1955

COMMITTEE ON THE UTILIZATION OF MANPOWER

Leonard Carmichael, 1951, Chairman
 John C. Flanagan, 1951
 Frank A. Geldard, 1951
 Charles S. Gersoni, 1951
 Rensis Likert, 1951
 Marion W. Richardson, 1951
 Morton A. Seidenfeld, 1951
 Robert L. Thorndike, 1951
 David R. Krathwohl, 1953

COMMITTEE ON PROFESSIONAL LIABILITY INSURANCE

Rose G. Anderson, 1952
 Irwin A. Berg, 1952
 Albert Ellis, 1952
 Harriet E. O'Shea, 1952
 Wallace H. Wulfeck, 1952
 J. McV. Hunt, 1953, Chairman
 Robert B. Selover, 1953

COMMITTEE ON MENTAL HEALTH PROGRAMS

Ija N. Korner (1953-56), Chairman
 Ted Landsman (1953-56)
 C. H. Calhoon (1955-57)
 Charles R. Strother (1954-57)
 Joseph E. Brewer (1955-58)
 Samuel B. Kutash (1955-58)

COMMITTEE ON PARTICIPATION IN ASSOCIATION AFFAIRS

Graham B. Bell (1953-56)
 Robert A. Patton (1953-56)
 Robert L. Kahn (1953-57), Chairman
 Earl F. Telschow (1953-57)
 James H. Elder (1955-58)
 Robert B. Malmö (1955-58)

COMMITTEE ON WALTER V. BINGHAM LECTURE

Henry Chauncey, 1953, Chairman
 Lee J. Cronbach, 1953
 Donald G. Paterson, 1955

JOINT STEERING COMMITTEE FOR CONFERENCES ON EVOLUTION OF BEHAVIOR

Frank A. Beach, 1953
 Henry W. Nissen, 1953
 Anne Roe, 1953, Chairman

COMMITTEE ON HEALTH AND ACCIDENT INSURANCE

Joan H. Criswell, 1953
 Benjamin Shimberg, 1953, Chairman
 Elliott R. Danzig, 1954

COMMITTEE ON THE RELATIONSHIPS BETWEEN PSYCHOLOGY AND EDUCATION

Arthur P. Coladarci, 1954, Chairman
 N. L. Gage, 1954
 Ernest A. Haggard, 1954
 Theodore M. Newcomb, 1954
 W. Clark Trow, 1954
 Warren G. Findley, 1955
 T. Ernest Newland, 1955

COMMITTEE ON FREEDOM OF ENQUIRY

Edwin G. Boring, 1954, Chairman
 Nathan Maccoby, 1954
 Nevitt Sanford, 1954
 Carroll L. Shartle, 1954
 M. Brewster Smith, 1954

COMMITTEE ON RETIRED PSYCHOLOGISTS

John F. Dashiell (1955-56)
 Sidney L. Pressey (1955-56), Chairman
 John E. Anderson (1955-57)
 Bruce V. Moore (1955-57)
 Walter R. Miles (1955-58)
 Robert S. Woodworth (1955-58)

COMMITTEE ON RELATIONS WITH THE AMERICAN
SPEECH AND HEARING ASSOCIATION

Ira J. Hirsh, 1954
Reuben S. Horlick, 1954
Clarence V. Hudgins, 1954
Joseph M. Wepman, 1954, Chairman

APA MEMBERS, JOINT COMMITTEE ON SOCIAL SCI-
ENCE IN PUBLIC HEALTH

Andie L. Knutson, 1954, Chairman
Alvin F. Zander, 1954
Calvin S. Hall, 1955

COMMITTEE ON SOCIAL CONTROLS IN PROFESSIONAL
PRACTICE

Ralph F. Berdie, 1955
August Campbell, 1955
Stanford C. Ericksen, 1955
Thomas Gordon, 1955
Rollo May, 1955
James G. Miller, 1955, Chairman

Ad Hoc COMMITTEE TO REVIEW THE PUBLIC AF-
FAIRS PAMPHLET ON PSYCHOLOGY

Stuart W. Cook, 1955
Edward Girden, 1955
Raymond A. Katzell, 1955, Chairman
Otto Klineberg, 1955
Roger T. Lennon, 1955
Harry Sands, 1955
Laurance F. Shaffer, 1955
Richard P. Youtz, 1955

AMERICAN PSYCHOLOGICAL ASSOCIATION
REPRESENTATIVES TO OTHER
ORGANIZATIONS

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF
SCIENCE

Lyle H. Lanier (1955-56)
S. S. Stevens (1956-57)⁴

NATIONAL RESEARCH COUNCIL

Meredith P. Crawford (1953-56), Senior Dele-
gate
Carl I. Hovland (1953-56)
Charles W. Bray (1954-57)
J. McV. Hunt (1954-57)
William A. Hunt (1954-57)

⁴ Term begins January 1956.

Leonard Carmichael (1955-58)
John C. Eberhart (1955-58)
Frank A. Geldard (1955-58)
David A. Grant (1956-59)⁵
Robert B. MacLeod (1956-59)⁵
Richard L. Solomon (1956-59)⁵

SOCIAL SCIENCE RESEARCH COUNCIL

Carroll L. Shartle (1954-56)
Robert L. Thorndike (1955-57)
Lyle H. Lanier (1956-58)⁶

AMERICAN DOCUMENTATION INSTITUTE

Lorraine Bouthilet, 1954

INTER-SOCIETY COLOR COUNCIL

Harry Helson (1945-56)
Alphonse Chapanis (1947-57), Voting Delegate,
Chairman
Robert W. Burnham (1949-58), Voting Delegate
F. L. Dimmick (1952-59)
Sidney M. Newhall (1945-60)
Randall M. Hanes (1953-61)
Frederick A. Mote (1954-62)
Walter F. Grether (1954-63)
Conrad G. Mueller (1954-64), Voting Delegate
Leo M. Hurvich (1955-65)

AMERICAN STANDARDS ASSOCIATION COMMITTEE
Z58 ON STANDARDIZATION OF OPTICS

Harry Helson, 1954, Representative
L. A. Riggs, 1955, Alternate

WORLD FEDERATION FOR MENTAL HEALTH

Robert R. Holt, 1954, Delegate

WAR CLAIMS COMMISSION'S SPECIAL ADVISORY
COMMITTEE

John W. Stafford, 1951

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND
ADULTS

Nathaniel J. Raskin, 1954, Representative
Lloyd M. Dunn, 1955, Alternate

NATIONAL COUNCIL FOR MOBILIZATION OF EDUCA-
TION

Fillmore H. Sanford, 1951
Thomas G. Andrews, 1953

⁵ Term begins July 1956.

⁶ Term begins January 1956.

SCIENTIFIC MANPOWER COMMISSION

Leonard Carmichael, 1954-56
Glen Finch, 1955-57

INTERNATIONAL UNION OF SCIENTIFIC PSYCHOLOGY

Donald G. Marquis, 1954
Herbert S. Langfeld, 1954

COUNCIL OF NATIONAL ORGANIZATIONS OF THE
ADULT EDUCATION ASSOCIATION

Kenneth F. Herrold, 1954

JOINT COMMISSION ON MENTAL ILLNESS AND
HEALTH

Nicholas Hobbs, 1955

GROUPEMENT INTERNATIONALE POUR LA COORDI-
NATION DE LA PSYCHIATRIE ET DES MÉTHODES
PSYCHOLOGIQUES

Saul Rosenzweig

AFFILIATED REGIONAL ASSOCIATIONS

EASTERN PSYCHOLOGICAL ASSOCIATION

President: Clarence H. Graham
Secretary: Gorham Lane
Treasurer: Norman O. Frederiksen
Board of Directors: Francis W. Irwin
William N. Schoenfeld

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

President: Benton J. Underwood
Secretary-Treasurer: Donald W. Fiske
Executive Council: W. K. Estes
Julian B. Rotter
George S. Speer

ROCKY MOUNTAIN BRANCH OF THE APA

President: Donald D. Glad
President-elect: Maurice P. Smith
Secretary: Wilson J. Walthall, Jr.
Treasurer: James W. Taylor

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION

President: John B. Wolfe
President-elect: Nicholas Hobbs
Secretary-Treasurer: M. C. Langhorne
Members-at-large, Executive Committee:
C. H. Calhoun

Arthur W. Combs
John F. Dashiell

SOUTHWESTERN PSYCHOLOGICAL ASSOCIATION

President: A. Q. Sartain
President-elect: Gordon V. Anderson
Past President: Gardner Murphy
Secretary: Ernestine B. Bowen
Treasurer: Wayne H. Holtzman

WESTERN PSYCHOLOGICAL ASSOCIATION

President: Allen L. Edwards
President-elect: J. A. Gengerelli
Secretary: Leona E. Tyler
Treasurer: George P. Horton

AFFILIATED STATE PSYCHOLOGICAL
ASSOCIATIONS

Alabama Psychological Association

Pres.—Katherine Vickery
Secy—Alonzo J. Davis
P. O. Box 846
Tuskegee Institute, Alabama
Treas.—Douglas Peyman
*Conf. Del.*⁷—Margaret S. Quayle

Arizona Psychological Association

Pres.—Sydney Smith
Secy-Treas.—Curtis B. Merritt
College of Education
University of Arizona
Tucson, Arizona
Conf. Del.—Sydney Smith

Arkansas Psychological Association

Pres.—H. K. Moore
Secy-Treas.—Jean S. Gardiner
Arkansas State Hospital
Little Rock, Arkansas
Conf. Del.—Merrell Thompson

California State Psychological Association

Pres.—Howard C. Gilhousen
Secy-Treas.—B. C. Finney
190 Heather Lane
Palo Alto, California
Conf. Del.—Jean W. Macfarlane

⁷ Conference Delegates are delegates from the state associations to the Conference of State Psychological Associations.

Colorado Psychological Association

Pres.—Theodore H. Cutler*Secy*—Lyle H. WhartonFitzsimons Army Hospital
Aurora, Colorado*Treas.*—William L. Sawrey

Connecticut State Psychological Society

Pres.—Claude E. Buxton*Secy-Treas.*—Winifred S. Scott

121 Mill Rock Rd.

New Haven 11, Conn.

Conf. Del.—Mortimer J. Applezweig and Frank Auld

Delaware Psychological Association

Pres.—I. Hammond Cubbage*Secy-Treas.*—Nancy Anderson

P. O. Box 461

Dover, Delaware

Conf. Del.—G. Gorham Lane

District of Columbia Psychological Association

Pres.—John W. Stafford*Secy*—Joan H. Criswell

4308 Brandywine Street

Washington 16, D. C.

Treas.—Norma R. Metzner*Conf. Del.*—John W. Gustad, Harry J. Older, and Maurice Lorr

Florida Psychological Association

Pres.—Syvil Marquit*Secy*—Thelma G. Voorhis

1923 17th Avenue N.

St. Petersburg, Florida

Treas.—Dorothy Brodie*Conf. Del.*—Ralph M. Dreger and Justin E. Harlow, Jr.

Georgia Psychological Association

Pres.—R. T. Osborne*Secy*—Arthur J. Riopelle

Department of Psychology

Emory University, Georgia

Treas.—Joseph E. Moore*Conf. Del.*—Joseph E. Moore and M. Curtis Langhorne

Hawaii Psychological Association

Pres.—Herbert B. Weaver*Pres.-elect*—John M. Digman*Secy-Treas.*—Phyllis Coff

Psychological Clinic

University of Hawaii

Honolulu 14, T. H.

Conf. Del.—Thayne M. Livesay

Idaho Psychological Association

Secy—Richard A. Lake

State Hospital South

Blackfoot, Idaho

Illinois Psychological Association

Pres.—Lyle H. Lanier*Secy*—George S. Speer

Illinois Institute of Technology

3329 S. Federal St.

Chicago 16, Illinois

Treas.—Paul C. Greene*Conf. Del.*—Lyle H. Lanier, George S. Speer, and Paul Greene

Indiana Psychological Association

Pres.—E. J. Asher*Secy-Treas.*—Daniel C. O'Grady

Box 132

South Bend, Indiana

Conf. Del.—E. J. Asher and George A. Zirkle

Iowa Psychological Association

Pres.—S. J. Williamson*Secy*—Lowell W. Schencke

Chief Psychologist

Board of Control of State Institutions

Des Moines, Iowa

Treas.—Carl J. Bell*Conf. Del.*—Regine Seidler

Kansas Psychological Association

Pres.—Anthony J. Smith*Secy-Treas.*—Audell Herndon

Wichita Guidance Center

3422 E. Douglas Ave.

Wichita 8, Kansas

Conf. Del.—H. B. Reed

Kentucky Psychological Association

Pres.—Edward Newbury*Secy-Treas.*—Jessie Irvine

Eastern State Hospital

Lexington, Kentucky

Conf. Del.—Robert E. Bills

Louisiana Psychological Association

Pres.—William P. Hurder
Pres.-elect—Joseph G. Dawson
Secy-Treas.—Ruth Hamill Preston
 672 Nelson Drive
 Baton Rouge 14, La
Conf. Del.—Joseph G. Dawson

Maine Psychological Association

Pres.—Edward J. Colgan
Pres.-elect—Edward N. Brush
Secy-Treas.—David L. Russell
 Director of Student Counseling
 Bowdoin College
 Brunswick, Maine
Conf. Del.—E. Parker Johnson

Maryland Psychological Association

Pres.—Charles N. Cofer
Pres.-elect—Edward W. Slockbower
Secy—Betty H. Whitenack
 Department of Education
 Baltimore, Maryland
Treas.—Annalies A. Rose
Conf. Del.—Edward W. Slockbower

Massachusetts Psychological Association

Pres.—Chester C. Bennett
Secy—Howard R. White
 VA Area Medical Office
 1 Beacon Street
 Boston 8, Massachusetts
Treas.—Samuel Waldfogel
Conf. Del.—Thelma G. Alper

Michigan Psychological Association

Pres.—Donald M. Johnson
Pres.-elect—Edward S. Bordin
Secy—Esther L. Belcher
 535 Glenmoor
 East Lansing, Michigan
Treas.—George A. Hallock
Conf. Del.—Wilbert J. McKeachie, Donald Johnson, Edward S. Bordin, and Marie Skodak

Minnesota Psychological Association

Exec. Secy—William M. Hales
Secy-Treas.—James J. Jenkins
 Department of Psychology
 University of Minnesota
 Minneapolis 14, Minnesota

Conf. Del.—William M. Hales, Ralph F. Berdié, and Dale B. Harris

Missouri Psychological Association

Pres.—W. S. Phillips
Pres.-elect—M. H. Marx
Secy-Treas.—Robert S. Daniel
 Department of Psychology
 University of Missouri
 Columbia, Missouri
Conf. Del.—Ivan Norman Mensh and Fred McKinney

Montana Psychological Association

Pres.—E. A. Atkinson
Pres.-Elect—Samuel L. Buker
Secy-Treas.—Betty Wahlstedt
 407 Fifth Ave. N.
 Great Falls, Montana

Nebraska Psychological Association

Pres.—Herbert H. Humphreys
Secy-Treas.—Boyd D. Sisson
 University of Nebraska
 Lincoln, Nebraska
Conf. Del.—Marshall R. Jones

New Hampshire Psychological Association

Pres.—George M. Haslerud
Secy-Treas.—Betty-Jean Imus
 76 Pleasant Street
 Concord, N. H.
Conf. Del.—Francis W. King

New Jersey Psychological Association

Pres.—Louis Delman
Secy-Treas.—Mildred W. Treverton
 7 Oak Wood Lane
 Rumson, New Jersey
Conf. Del.—Frederick Gaudet, Samuel B. Kutash, and Joseph G. Phelan

New York Psychological Association

Pres.—Rollo May
Secy—Elinor J. Barnes
 Psychological Corporation
 522 Fifth Ave.
 New York 36, N. Y.
Treas.—Alan Grey

Conf. Del.—Florence Halpern, L. Joseph Stone,
Wallace H. Wulfeck, Albert S.
Thompson, Percival M. Symonds,
Elinor J. Barnes, and Bernard
Kalinkowitz

North Carolina Psychological Association

Pres.—Donald K. Adams
Secy-Treas.—W. G. Workman
Department of Psychology
Davidson College
Davidson, North Carolina
Conf. Del.—Dannie J. Moffie

North Dakota Psychological Association

Pres.—William F. Bublit
Secy—Mildred J. Treumann
1423 Sixth Avenue South
Fargo, N. D.
Treas.—W. Lynn Smith
Conf. Del.—Hermann F. Buegel

Ohio Psychological Association

Pres.—Persis W. Simmons
Secy—Mary Alice Price
3658 Olentangy Boulevard
Columbus 14, Ohio
Treas.—Robert W. Halliday
Conf. Del.—Clarence Leuba, Paul W. Stansbury,
and Stella Whiteside

Oklahoma State Psychological Association

Pres.—Fletcher McCord
Secy-Treas.—Alfred F. Glixman
Department of Psychology
The University of Oklahoma
Norman, Oklahoma
Conf. Del.—M. O. Wilson

Ontario Psychological Association

Pres.—Ralph H. Nicholson
Vice Pres.—E. T. Alderdice
Secy-Treas.—W. H. Coons
Ontario Hospital
Hamilton, Ontario
Conf. Del.—G. H. Turner and Roy W. Ross

Oregon Psychological Association

Pres.—Robert D. Boyd
Secy-Treas.—Leslie H. Squier
Department of Psychology
Reed College
Portland, Oregon

Pennsylvania Psychological Association

Pres.—Mabel G. Kessler
Secy—Nettie H. Ledwith
3713 Fifth Avenue
Pittsburgh 13, Pennsylvania
Treas.—Lester P. Guest
Conf. Del.—William U. Snyder, Mabel G. Kes-
sler, and Harry W. Karn

Puerto Rico Psychological Association

Pres.—Jorge J. Dieppa
Secy—Miguelina Lopategui
Veterans Administration
San Juan, Puerto Rico
Treas.—Maria E. Gomez Tolosa

Rhode Island Psychological Association

Pres.—Kennison T. Bosquet
Secy-Treas.—Francis J. Deignan
Rhode Island School of Design
Providence, Rhode Island
Conf. Del.—Harold R. Musiker

South Carolina Psychological Association

Pres.—Virgil S. Ward
Pres.-elect—Carl Bramlette, Jr.
Secy-Treas.—George Soloyanis
Mental Health Commission
State Highway Building
Columbia, S. C.

Tennessee Psychological Association

Pres.—William J. von Lackum
Secy-Treas.—James M. Porter, Jr.
Department of Philosophy and Psy-
chology
University of Tennessee
Knoxville, Tenn.
Conf. Del.—Ted Landsman

Texas Psychological Association

Pres.—Alvin J. North
Secy-Treas.—Ernestine B. Bowen
2504 Twin Oaks Drive
Austin, Texas
Conf. Del.—Laurie T. Callicutt and Ernestine B.
Bowen

Utah Psychological Association

Pres.—Carroll A. Whitmer*Secy-Treas.*—Robert J. Howell
Department of Psychology
Brigham Young University
Provo, Utah*Conf. Del.*—M. Duane Bown

Vermont Psychological Association

Pres.—John A. Valentine*Secy-Treas.*—Arthur S. Funke
14 Cottage Street
Rutland, Vermont*Conf. Del.*—John A. Valentine

Virginia Academy of Science, Psychology Section

Pres.—Gilbert Rich*Secy-Treas.*—Audrey M. Shuey
Department of Psychology
Randolph-Macon Woman's College
Lynchburg, Va.*Conf. Del.*—Reuben S. Horlick*Alternate*—Gilbert J. Rich

State Psychological Association of Washington

Pres.—Sidney W. Bijou*Secy-Treas.*—Mary J. Kientzle
Department of Psychology
State College of Washington
Pullman, Washington*Conf. Del.*—C. R. Strother and Leonard I. Schneider

West Virginia Psychological Association

Pres.—Orison S. McLean*Secy-Treas.*—Joseph M. Lichtenstein
Marshall College
Huntington, West Virginia*Conf. Del.*—Kenneth K. Loemker

Wisconsin Psychological Association

Pres.—Horace Allen Page*Secy*—Rudolf Mathias
Wisconsin Diagnostic Center
1552 University Avenue
Madison, Wisconsin*Treas.*—Asher Pacht*Conf. Del.*—Rudolf Mathias and Ralph H. TindallAMERICAN BOARD OF EXAMINERS IN
PROFESSIONAL PSYCHOLOGY

President: Donald G. Marquis

Vice-President: Harold C. Taylor

Secretary-Treasurer: Noble H. Kelley

Reign H. Bittner

Stanley G. Estes

Mortimer M. Meyer

Anne Roe

Austin B. Wood

C. Gilbert Wrenn

AMERICAN PSYCHOLOGICAL FOUNDATION

Ernest R. Hilgard (1953–56)

J. P. Guilford (1953–57)

Robert R. Sears (1953–58)

J. McV. Hunt (1953–59)

Laurance F. Shaffer (1953–60), President

O. Hobart Mowrer (1954–61)

E. Lowell Kelly (1955–62)

Fillmore H. Sanford (1953–56), Secretary

Carroll L. Shartle (1953–56), Treasurer

AMERICAN BOARD FOR PSYCHOLOGICAL
SERVICES

President: Nathan Kohn, Jr.

Secretary-Treasurer: Wendell S. Dysinger

Roy Brener

Karl F. Heiser

Arthur L. Irion

ADVISORY COMMITTEE ON THE DEVELOP-
MENT AND STATUS OF RESEARCH AND
EDUCATION IN PSYCHOLOGY (ACommittee of the Policy and
Planning Board)

Clarence H. Graham, 1952

Lyle H. Lanier, 1952

Robert B. MacLeod, 1952

Eliot H. Rodnick, 1952

M. Brewster Smith, 1952

Robert L. Thorndike, 1952

Dael Wolfle, 1952, Chairman

BOARD OF ADVISORY EDITORS TO THE
JOURNAL OF EDUCATIONAL
PSYCHOLOGY

Stephen M. Corey

J. B. Stroud

W. Clark Trow, Chairman

PROCEEDINGS OF THE SIXTY-THIRD ANNUAL BUSINESS MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC., SAN FRANCISCO, CALIFORNIA

SEPTEMBER 2 AND 6, 1955

REPORT OF THE RECORDING SECRETARY

ANNE ANASTASI

Fordham University

THE annual meeting of the Council of Representatives of the American Psychological Association was called to order at 9:20 A.M., September 2, 1955, by President E. Lowell Kelly, in the Sheraton Palace Hotel, San Francisco. The first session of the meeting was recessed for lunch from 12:30 P.M. to 2 P.M., and adjourned at 4:30 P.M. The second session convened at 9:00 A.M. on September 6, 1955, and adjourned at 8:30 P.M., with a recess for lunch from 12:00 to 2:00 P.M.

Prior to the Council meetings, the Board of Directors met on August 29, from 9 A.M. to 10:15 P.M., on August 30, from 9 A.M. to 11:15 P.M., on August 31, from 9 A.M. to 12:30 A.M., and on September 5, from 7:30 P.M. to 12:30 A.M., for discussion of recommendations and preparation of the agenda.

Following the procedure established in 1954, the Council adopted without discussion all motions not preceded by an asterisk on the agenda. These actions had been judged by the Board of Directors to be noncontroversial and unlikely to require discussion. Any additional items which any one Council member wished to have discussed were also starred in the course of the Council meeting and were opened for discussion.

I. APPROVAL OF MINUTES

A. It was voted to approve the minutes of the Council meetings of September 4 and 7, 1954, as printed in the *American Psychologist*, 1954, 9, 719-735.

B. It was voted to receive with thanks and to order printed the report of the Recording Secretary

on the meeting of the Board of Directors held on May 12-15, 1955, and preceding interim actions.

II. REPORTS OF INTERIM ACTIONS

The Board of Directors reported the following interim actions taken since May 15, 1955.

A. *Interim Actions of the Council of Representatives*

1. Election of various committee members and chairmen, and representatives to other organizations (see Section IV, Elections).

2. Election of Dorothy C. Adkins and Neal E. Miller as members of the Board of Directors, 1955-1958, to replace Paul Farnsworth and Nicholas Hobbs who retire from the Board of Directors at the end of the September meetings.

3. Election of Donald W. MacKinnon as a member of the Board of Directors, 1955-1956, to fill out the unexpired term of Wayne Dennis.

4. Election of Launor F. Carter as Recording Secretary, 1955-1958.

5. Election of Harry F. Harlow as Editor of the *Journal of Comparative and Physiological Psychology*, 1957-1962.

6. Election of Arthur W. Melton as Editor of the *Journal of Experimental Psychology*, 1957-1962.

7. Approval of the appointment by the President of a Special Committee to conduct hearings requested by two members facing dismissal from membership in APA.

8. Approval of the recommendation that no non-APA journals be listed on the dues bills or included in the APA discount system.

9. Approval of the recommendation for furnishing APA members with information about available journals and available discounts for APA members.

10. Approval of the subscription rate structure proposed by the Board of Directors at its May 1955 meeting.

11. Approval of the Board's recommendation that the *Psychological Bulletin* be discontinued as an "automatic" membership journal and returned to a voluntary subscription basis.

12. Approval, subject to a ruling by the U. S. Post Office, of the Board's recommendation that a discount of \$4.00 be given any APA member who subscribes to \$32.00 or more (member prices) worth of APA journals.

13. Concerning the new book review journal:

a. Approval of the recommendation that the journal appear 12 times a year at monthly intervals.

b. Approval of the recommendation that the page allotment for 1956 be 384 pages, including covers and advertisements.

c. Approval of the recommendation that the journal contain reviews of films but not reviews of tests.

d. Approval of the recommendation that a 1955 budget of up to \$1,500 be approved for editorial expenses.

e. Approval of the recommendation that the title of the journal be *Contemporary Psychology: A Journal of Reviews*.

f. Approval of the recommendation that the journal not be distributed automatically to all APA

members but that subscriptions be on a voluntary basis.

g. Approval of the recommendation that the price to nonmember subscribers be \$8.00 (with price to APA members \$4.00, as required by postal regulations).

14. Approval of the recommendation that the Committee on the Building Fund and the Committee on the Mathematical Training of Social Scientists be discharged, with thanks.

B. Interim Actions of the Board of Directors

1. Approval of scheduling a "dutch treat" social hour for the Board of Directors, Council of Representatives, Committee Members, and Division and State Association Officers, immediately following the first meeting of the Council of Representatives.

2. Approval of the proposal that APA sponsor and underwrite the production of a pamphlet on psychology and psychologists.

3. Approval of requesting an additional grant of \$7,000 from NSF to finance the publication of reports growing out of Project B of the Study of the Status and Development of Psychology.

4. Approval of a recommendation to the Council of Representatives that two individuals be dropped from membership in the Association.

C. Interim Actions of the President

Appointment of the following APA representatives to the designated ceremonies and functions:

REPRESENTATIVE	OCCASION	DATE
Ronald K. Campbell	Inauguration of Owen M. Wilson as president of the University of Oregon	October 19, 1954
Asher R. Pacht	Inauguration of Miller Upton as President of Beloit College	October 29, 1954
Ralph B. Spence	American Social Hygiene Association's National Conference on Education for Personal and Family Living	December 16-17, 1954
Harriett K. Beck	Inauguration of Clifford Cook Furnace as Chancellor at the University of Buffalo	January 7, 1955
Neil D. Warren	Inauguration of President Clark George Kuebler as Provost of Santa Barbara College	March 28, 1955
Norman Gekoski	Fifty-ninth Annual Meeting of the American Academy of Political and Social Science	April 1-2, 1955
Stanford C. Ericksen	Fortieth Anniversary of the Department of Psychology at George Peabody Teachers College	April 22, 1955
Gladys Guy Brown	Inauguration of Willis Tate as president of Southern Methodist University	May 5, 1955
Max Meenes	Tenth National Conference on Citizenship	September 1-9, 1955

III. REPORTS OF COMMITTEES, BOARDS, AND REPRESENTATIVES TO OTHER ORGANIZATIONS, AND RELATED ACTIONS

A. Standing Committees and Boards

1. *Policy and Planning Board.* At its May meeting, the Board of Directors had access to an informal report from the Policy and Planning Board. The report led to a number of Board recommendations and Council actions reported in other sections of the minutes.

2. *Publications Board.* It was voted that the report of the Publications Board be received with thanks. (For actions pertaining to this report, see Section VI. Publications.)

3. *Finance Committee.* It was voted that the report of the Finance Committee be received with thanks. (For actions pertaining to this report, see Section IX. Finances and Budget.)

4. Convention Program Committee

a. It was voted that the report of the Convention Program Committee be received with special appreciation for its excellence.

b. It was voted that APA Day at the annual convention be continued with such changes as may be necessary to make it serve our membership more effectively.

c. It was voted that an *ad hoc* Committee on Convention Planning be reconstituted to consider a number of specified problems.

d. It was voted that the Convention Program Committee be requested to take all feasible steps, including utilization of Central Office facilities, in order to ascertain the wishes of divisional members regarding the scheduling of their Divisional programs during the annual convention.

e. It was voted not to accept the Convention Program Committee's recommendation regarding the charging of a three-dollar convention registration fee for members and a five-dollar fee for nonmembers.

5. *Committee on Scientific and Professional Ethics and Conduct.* It was voted that the report of the Committee on Scientific and Professional Ethics and Conduct be received with thanks. (For actions pertaining to this report, see Section VII. Professional Ethics.)

6. *Election Committee.* It was voted that the report of the Election Committee be received with thanks.

7. Committee on Public Relations

a. It was voted that the report of the Committee on Public Relations be received with thanks.

b. It was voted that APA sponsor or co-sponsor a dignified educational TV series on psychology.

c. The Board reported that it had instructed the Executive Secretary to assign a professional staff member of the Central Office half-time to public information functions, such a person also being assigned as Technical Aide to the Committee on Public Relations.

d. The Board reported the appointment of a Committee to Review the Public Affairs Pamphlet on Psychology, consisting of Raymond A. Katzell, chairman, and the following other members: Stuart W. Cook, Edward Girden, Otto Klineberg, Roger T. Lennon, Harry Sands, Laurance F. Shaffer, and Richard P. Youtz.

8. *Membership Committee.* It was voted that the report of the Membership Committee be received with thanks.

B. Special Committees and Boards

1. *Committee on Precautions in Animal Experimentation.* It was voted that the report of the Committee on Precautions in Animal Experimentation be received with thanks.

2. Committee on the Relation of Psychology to Psychiatry

a. It was voted that the report of the Committee on the Relation of Psychology to Psychiatry be received with thanks.

b. It was voted that the Policy Statement of the Board of Directors, as presented in the memorandum of May 19, 1955, be adopted by the Council of Representatives, with a rewording of Section *a*, the final complete statement to read as follows:

It is the best judgment of the Council of Representatives of the American Psychological Association:

(a) That in promoting legislation for the control of psychological practice, State Associations should seek, for the time being, a form of legislation known as nonrestrictive legislation by title only, or nonrestrictive legislation by title and function (with a general rather than a specific definition). (This is the form of legislation previously known as mandatory certification.)

(b) That each such bill should include a disclaimer clause stating that no right to practice medicine is conferred.

(c) That individual State Associations should be encouraged to seek such legislation as described in (a) and (b) when they feel that some form of legislation is needed in the public interest.

(d) That any State Association feeling it necessary to seek legislation not in agreement with (a) and (b) above do so only in consultation with state medical and psychiatric groups.

(e) That the Committee on the Relation of Psychology to Psychiatry be given encouragement and facilitation in plans for collaboration, in research and communicative activities, with the American Psychiatric Association's Committee on Relations with Psychology.

(f) That any change in the policies set down above be brought about only after consultation with or notification of the American Psychiatric Association.

c. It was voted that the Committee be authorized to carry forward joint planning for research and survey studies with the relevant committee of the American Psychiatric Association, subject to proper review and approval by the Board of Directors prior to seeking outside financial assistance, in accordance with already established policies and procedures of the Board of Directors.

d. It was voted that funds for the work of the Committee be authorized in such amount as to permit not more than two meetings with the Committee on Relations with Psychology of the American Psychiatric Association, plus such other funds as may be necessary for the expenses of individuals on the Committee on the Relation of Psychology to Psychiatry who will be concerned with the details of the research planning.

e. The Board announced with regret the resignation of Robert R. Sears from this Committee and recommended that no replacement be named, thus reducing the Committee membership to five.

3. *Committee on Ethical Standards of Psychologists.* It was voted that the report of the Committee on Ethical Standards of Psychologists be received with thanks. (For actions pertaining to this report, see Section VII. Professional Ethics.)

4. *Committee on Relations with the Social Work Profession*

a. It was voted that the report of the Committee on Relations with the Social Work Profession be received with thanks.

b. The Board reported that it had instructed the President to write to the projected National Association of Social Workers expressing APA's interest in having the National Association of Social Workers establish a committee on relations with psychology.

c. It was voted that a budget of \$500 be allocated for the activities of the Committee on Relations with the Social Work Profession in 1955-56.

5. *Committee on Academic Freedom and Conditions of Employment*

a. It was voted that the report of the Committee on Academic Freedom and Conditions of Employment be received with thanks.

b. The Board reported its conviction that the work of this committee is extremely important and should be given every encouragement. The Board further reported that it had requested that the Committee on Academic Freedom and Conditions of Employment and the Committee on Freedom of Enquiry cooperate to define their respective areas of operation, the first concentrating primarily on assistance to individual psychologists and the second on problems of broad policies for the guidance of the Association.

c. It was voted that the Committee be continued and that it take responsibility for collecting articles dealing with current happenings in academic freedom and security areas and from time to time send informative ones to the editor of the *American Psychologist* as possibly worthy of listing as useful sources of information for the membership.

d. Because the following committee recommendations deal with matters already under consideration by the Committee on Freedom of Enquiry, it was voted that they be transmitted to that committee for favorable consideration:

(1) That the Association formally or informally merge its efforts or coordinate its efforts with larger and more representative scientific and professional bodies (e.g., Scientists' Committee on Security and Loyalty) to survey the facts and to plan action.

(2) That the Association encourage a pilot study on the criteria and procedure for being a principled and accurate informant, and the type of communication least prone to distortion.

(3) That the Association decide (since the Committee did not agree) whether it would endorse a survey to discover how many actually have been involved in problems of academic freedom, research freedom, and security problems. Such a survey should supply information not available to the Committee, which could lead to more informed principles and action.

(4) That the Association constructively offer its services to appropriate groups (e.g., the Subversive Activities Control Board, Civil Service Commission, etc.) on the selection criteria and procedures, and on special training needs with respect to interview-

ers, evaluation of evidence, morale studies, rumor, etc., for security officers.

e. It was voted to approve the Committee recommendation that the incoming committee explore possible sources of legal and/or economic assistance for persons unable to carry the heavy load of appearing for hearings, the costs to the Association of having legal advice available to members on security and/or loyalty matters, and the costs per Association member if added to dues. (In this connection, the Board reiterated its willingness to give interim consideration to individuals' requests for funds for legal aid.)

6. Committee on Psychological Tests

a. It was voted that the report of the Committee on Psychological Tests be received with thanks.

b. The Board reported that, in view of the fact that present plans for *Contemporary Psychology* are not to include test reviews, it had voted to request the Committee on Psychological Tests to advise it regarding what steps, if any, APA should take to ensure adequate reviewing of tests.

7. Education and Training Board

a. It was voted that the report of the Education and Training Board be received with thanks.

b. The Board reported that it had tabled the E & T recommendation that an *ad hoc* committee on Relations of Psychologists with Pediatricians be appointed and had requested the E & T Board to explain its rationale for making this recommendation.

8. Committee on Questionnaires

a. It was voted that the report of the Chairman of the Committee on Questionnaires be received with thanks.

b. It was voted that the Committee on Questionnaires be instructed to prepare a report for possible publication in the *American Psychologist* to be submitted prior to the Spring 1956 meeting of the Board of Directors, concerning (1) general aspects of questionnaire design, (2) suggested rules of propriety regarding the mailing of questionnaires to APA members, and (3) suggested procedures for APA "screening" of questionnaires designed for mailing to psychologists.

9. *House Committee.* It was voted that the report of the House Committee be received with thanks.

10. *Committee on the Utilization of Manpower.* It was voted that the report of the Committee on Utilization of Manpower be received with thanks,

and that the Committee be continued in a standby capacity in order to perform such incidental duties as those that have come to it during the past year.

11. *Committee on Professional Liability Insurance.* It was voted that the report of the Committee on Professional Liability Insurance be received with thanks, and that the Committee be continued in a stand-by capacity with the same membership.

12. Committee on Mental Health Programs

a. It was voted that the report of the Committee on Mental Health Programs be received with thanks.

b. It was voted that, in response to the report of the Committee on Mental Health Programs, the Council reiterate its conviction that psychologists can advance human welfare significantly through appropriate participation in mental health activities and express its hope that the committee will continue at a high level of activity to seek ways, consonant with the purposes and traditions of psychology, to facilitate the contribution of psychology and psychologists to the mental health of the nation.

13. *Committee on Participation in Association Affairs.* It was voted that the report of the Committee on Participation in Association Affairs be received with thanks.

14. Committee on the Walter V. Bingham Lecture

a. It was voted that the report of the Committee on the Walter V. Bingham Lecture be received with thanks.

b. It was voted that the Committee be instructed to establish a system of rotating membership.

15. *Joint Steering Committee for Conferences on Evolution of Behavior.* It was voted that the report of the Joint Steering Committee for Conferences on Evolution of Behavior be received with thanks, and that the committee be reappointed for a year and empowered to seek funds for a second Conference.

16. Committee on Health and Accident Insurance

a. It was voted that the report of the Committee on Health and Accident Insurance be received with thanks and commendation.

b. It was voted that Council accept the following recommendations of the Committee on Health and Accident Insurance:

(1) That a group plan of accident and health insurance be made available to members of the APA to protect them against loss of income due to sickness or injury.

(2) That the Liberty Mutual Insurance Com-

pany of Boston be the insuring company and the Administrators of the plan.

(3) That the Committee on Health and Accident Insurance be authorized to arrange final details of a group contract between the Association and the Liberty Mutual Insurance Company, using as a basis for such a contract the prospectus submitted by the Company with modifications agreed to in discussions with the committee.

(4) That the Executive Secretary of the APA be authorized to employ counsel to review the contract between the Association and Liberty Mutual.

(5) That the plan be announced as soon as possible and enrollments accepted subject to the understanding that the plan would go into effect *only if a sufficient number join to assure a sound operation.*

(6) That any dividend payable to the Association under the master contract be refunded to insured members as a premium reduction or in such other manner as the Board of Directors may direct.

17. *Committee on the Relationships between Psychology and Education*

a. It was voted that the Committee report be received with thanks and, in view of the general importance of the problem, that it be published in the *American Psychologist*.

b. It was voted that the Committee on the Relationships between Psychology and Education be encouraged to proceed with its recommendation that an intergroup conference be held during the year 1956, involving psychologists and educators for the purpose of clarifying the conditions under which mutual understanding and cooperation may best be achieved; that a budget of \$1,000 be authorized for this meeting in the event that no outside financial support is forthcoming; and that this budget be approved on condition that the committee plans meet with Board approval when more completely formulated.

c. It was voted that the actions suggested in the following committee recommendations be postponed until after the conference referred to above:

(1) That at the local level all available means be employed to improve communication between those engaged in psychological and in educational work.

(2) That an intragroup conference of psychologists representing the several divisions be held during the year 1957 for the purpose of clarifying the issues and making recommendations concerning the suggestions coming from the 1956 conference and from the 1956 program sessions of the APA, looking toward implementation.

d. It was voted that the committee utilize available channels for divisional contact and programming to further its recommendation that the several divisions devote a portion of their 1956 programs and discussions to the relationships of their divisions to education problems.

e. In order to establish a system of rotation, it was voted that Philip E. Kraus, Morris Krugman, and Donald Snygg go off this committee and that two new members be elected.

18. *Committee on Freedom of Enquiry.* It was voted that the report of the Committee on Freedom of Enquiry, which was published by order of the Board in the July *American Psychologist*, be received with thanks.

19. *Committee on Relations with the American Speech and Hearing Association*

The Committee expressed some concern that the wording of principle 5.43 in the document: *Psychology and Its Relations with Other Professions* may create the impression that speech pathologists are relegated to a technical level somewhat below that of psychologists. Since such interpretation was obviously not intended, and to avoid such possible misunderstanding, it was voted to adopt the following rewording of principle 5.43 and to insert the newly worded paragraph into the document the next time it is reprinted.

Present wording:

Principle 5.43. Individuals electing to function independently, not as psychologists but in more limited roles where they do not assume the responsibilities for professional decisions, may also appropriately do so with lesser qualifications than are expected of those who hold themselves forth as qualified psychologists. Examples of such persons are those trained as teachers of remedial reading, speech correctionists, or specialists in a particular testing technique. Such individuals should confine their professional services to those functions for which they are well qualified by training and experience and refrain from holding themselves forth as psychologists.

Revision of first sentence:

Principle 5.43. Individuals electing to function independently, not as psychologists but in more limited roles where they do not assume the responsibilities for professional decisions, may also appropriately do so with less training and experience in psychology than are expected of psychologists.

20. *Joint Committee on Social Science in Public Health*

a. It was voted that the committee report be received with thanks.

b. In response to the committee's recommendations, it was voted:

(1) That the APA Committee on Social Science in Public Health continue to represent the APA as members of the interdisciplinary committee on public health and the behavioral sciences.

(2) That an article on the activities of this committee and the public health problems of interest to psychologists be prepared for submission to the *American Psychologist*.

(3) That a budget of \$500 be allocated to pay for travel to future meetings of this committee and for such administrative expenses as may be required in order to fulfill its function. In the event that funds are obtained from a foundation, this budget would not be required.

21. Committee on Legislation

a. It was voted that the report of the Committee on Legislation be received with thanks and with special commendation for the excellent work of this committee, of the present and preceding CSPA committees on legislation, and of Jane Hildreth of the Central Office staff; that the report be ordered printed in the *American Psychologist*; and that the Committee on Legislation be discharged.

b. It was voted that, with respect to *type of legislation*, APA policy be as follows:

(1) For the time being, states seeking legislation regulating the practice of psychology should attempt to develop laws falling in the category of nonrestrictive legislation by title only, or by title and function (with a general rather than a specific definition). Where local situations permit, and with full interprofessional communication, the kind of law known as nonrestrictive legislation by title and/or function should be encouraged.

(2) All legislation regulating the practice of psychology should include a disclaimer clause stating that certification or licensing under the act does not confer the right to practice medicine. The exact wording of this clause will necessarily vary from state to state.

c. It was voted that, with respect to *level of certification* or licensure, APA policy be as follows:

(1) In legislation regulating the practice of psychology, first consideration should be given to the doctoral level, requiring the doctoral degree and no less than one year, preferably two years, of supervised experience. This level should be designated by the title of "psychologist."

(2) If a state desires legislation at the subdoctoral level, this level should be designated by a title

which includes the adjective "psychological" followed by a noun such as "examiner," "assistant," "technician," etc. It should require a defined program of at least one year of graduate training plus supervised experience.

(3) If a state desires legislation beyond the "psychologist" level, this level should be designated by the title of "consulting psychologist." It should require competence and experience equivalent to that of the ABEPP diploma.

d. It was voted that, with respect to *specialty legislation*, APA policy be as follows: Legislation regulating the practice of psychology at the "psychologist" or "consulting psychologist" level should not attempt to differentiate psychological specialties either by function or by locale.

e. It was voted that, with respect to *ethics and legislation*, APA policy be as follows: Legislation governing the practice of psychology should be so written that the official code of ethics of the APA be adopted as the code of ethics for individuals covered by the law. The means of accomplishing this will necessarily vary from state to state.

f. Council voted to establish a special Committee on Social Controls in Professional Practice; to continue the membership of this committee unchanged until its task is completed; and to authorize the committee to enlarge its membership to include subcommittees or task forces to carry out special functions.

22. *Advisory Committee on the Development and Status of Research and Education in Psychology.* The Board reported that it had acknowledged with thanks and appreciation the reports of progress on Projects A and B received from Dael Wolfle, Chairman of the Advisory Committee on the Development and Status of Research and Education in Psychology, and had expressed its satisfaction with the progress being made on these projects.

C. Representatives to Other Organizations

1. *American Association for the Advancement of Science.* It was voted that the report of the representatives to AAAS be received with thanks.

2. *National Research Council.* It was voted that the report of the Chairman of the Division of Anthropology and Psychology of the National Research Council be received with thanks and with special appreciation for its unusually informative nature.

3. *Social Science Research Council.* It was voted that the report of the APA representatives to the Social Science Research Council be received with thanks.

4. *American Documentation Institute.* It was voted that the American Psychological Association become an institutional member of the American Documentation Institute.

5. *Inter-Society Color Council.* It was voted that the report of the APA delegation to the Inter-Society Color Council be received with thanks.

6. *American Standards Association Committee Z58 on Standardization of Optics.* It was voted that the report of the APA representatives on this Committee be received with thanks.

7. *World Federation for Mental Health.* It was voted that the report of the APA representative to the World Federation for Mental Health be received with thanks.

8. *Committee on Mathematical Training of Social Scientists.* It was voted that the report of the Chairman of the Committee on Mathematical Training of Social Scientists be received with thanks.

9. *War Claims Commission's Special Advisory Committee.* It was voted that the report of the APA representative to the War Claims Commission's Special Advisory Committee be received with thanks.

10. *National Society for Crippled Children and Adults.* It was voted to receive the report of the APA representative to the National Society for Crippled Children and Adults with thanks.

11. *Scientific Manpower Commission.* It was voted that the report of the APA representatives to the Scientific Manpower Commission be received with thanks.

12. *International Union of Scientific Psychology.* It was voted that the report of the APA representatives to the International Union of Scientific Psychology be received with thanks.

13. *Council of National Organizations of the Adult Education Association.* It was voted that the report of the APA representative be received with thanks, and that APA make a contribution of \$100 toward the work of this council for the coming year.

14. *U. S. Commission for Unesco.* It was voted that the President of the APA be instructed to inform the Secretary of State that: (a) Our present nominee to the U. S. Commission for Unesco, Donald G. Marquis, does not wish to stand for appointment to the Commission because of his con-

viction of the inappropriateness of the recently instituted requirement that Unesco representatives be subjected to security clearance; and (b) the APA will not designate another nominee to Unesco until it is in possession of additional information on the propriety and functional necessity for security clearance of members of the Commission.

15. *Office of Vocational Rehabilitation: Conference on the Training of Rehabilitation Counselors.* It was voted that the report of the APA representatives to the OVR-sponsored Conference on the Training of Rehabilitation Counselors be received with thanks.

16. *Joint Commission on Mental Illness and Health.* The Council received an informal oral report from Nicholas Hobbs on the activities of this Commission.

D. *American Board of Examiners in Professional Psychology*

It was voted that the report of ABEPP be received with thanks.

E. *American Board for Psychological Services*

1. It was voted that the report of ABPS be received with thanks.

2. The Council approved the requested loan or reinforcement of \$5,000 to ABPS for the coming year.

3. It was the sense of the Council that the profession has much less understanding of the purposes, nature, and functions of ABPS than of those of ABEPP, and that attention should be given to the improvement of communication in this respect.

F. *American Psychological Foundation*

It was voted that the report of the American Psychological Foundation be received with thanks.

IV. ELECTIONS

A. It was reported that Council had approved by mail ballot the following slate of nominees from which the American Board of Examiners in Professional Psychology will elect replacement of members of its Board of Trustees:

Clinical: Katherine Bradway, Stanley G. Estes, Ann M. Garner, Albert J. Harris, Morris Krugman, Boyd McCandless, Marie Skodak.

Industrial: Reign H. Bittner, Bernard J. Covner, Orlo L. Crissey, Stephen Habbe, Clifford E. Jurgensen, William McGehee, Jay L. Otis, Edward A. Rundquist.

Counseling: Edward S. Bordin, Mitchell Dreese, Daniel D. Feder, Frank M. Fletcher, Donald E. Super.

Nonprofessional: Ernest R. Hilgard, Francis W. Irwin, Lyle Lanier, Donald G. Marquis, Arthur W. Melton.

B. It was reported that Council had elected by mail ballot the following persons as new members of boards and committees and as representatives to other organizations for the terms indicated:

Policy and Planning Board (1955-58)	Launor F. Carter Edwin B. Newman Carl R. Rogers
Publications Board (1955-58) Editor Noneditors	John G. Darley John E. Anderson Helen Peak John W. Gardner
Finance Committee (1955-58)	George W. Albee
Convention Program Committee (1955-58)	Leo J. Postman Edward E. Anderson Stanley B. Williams
Committee on Scientific and Professional Ethics and Conduct (1955-60)	C. R. Carpenter
Committee on Student Activities (1955-58)	Eliot Stellar
Committee on Public Relations (1955-58)	Robert B. MacLeod William D. Neff
Committee on Precautions in Animal Experimentation (1955-58)	Hubert S. Coffey Goodwin Watson
Committee on International Relations in Psychology (1955-58)	Lindsey R. Harmon Kenneth E. Clark Victor C. Raimy Neil R. Bartlett William N. Schoenfeld
Committee on Relations with the Social Work Profession (1955-58)	Joseph E. Barmack David V. Tiedeman Eliot H. Rodnick Donald W. Taylor Robert A. Patton Anne Anastasi Arthur L. Benton Robert R. Holt Robert I. Watson Karl F. Heiser
Committee on Psychological Tests (1955-58)	Lawrence I. O'Kelly Joseph E. Brewer Samuel B. Kutash James H. Elder Robert B. Malmo Walter R. Miles Robert S. Woodworth
Education and Training Board (1955-58)	
Committee on Undergraduate Education (1955-58)	
Committee on Subdoctoral Education (1955-58)	
Committee on Doctoral Education (1955-58)	
Committee on Postdoctoral Education (1955-58)	
Committee on Evaluation (1955-58)	
Committee on Psychology in Other Professional Schools (1955-58)	
Committee on Mental Health Programs (1955-58)	
Committee on Participation in Association Affairs (1955-58)	
Committee on Retired Psychologists (1955-58)	

Scientific Development Board
(1955-58)

American Association for the Advancement of Science (1956-57)

Social Science Research Council
(1956-58)

National Research Council (1956-59)

Inter-Society Color Council
(1955-65)

American Standards Association
Committee Z58 on Standardization of Optics (Alternate, 1955-56)

Irving Lorge
Joseph Zubin

S. S. Stevens

Lyle H. Lanier
David A. Grant
Robert B. MacLeod
Richard L. Solomon

Leo M. Hurvich

L. A. Riggs

C. It was reported that the following, recommended by the Board of Directors, were approved as members of boards and committees:

Publications Board

Editor (1955-56)

Education and Training Board
Executive Officer, *ex officio*.

Membership Committee (1955-58)

Scientific Development Board
(1955-58)

Committee on Questionnaires

Arthur W. Melton

Bruce V. Moore

Ann Magaret Garner

D. O. Hebb

A. G. Bayroff

John T. Dailey

Richard S. Fitzpatrick

Ray C. Hackman

Albert P. Maslow

Committee on Walter V. Bingham Lecture

Donald G. Paterson

APA Representative to the Groupement International pour la Coordination de la Psychiatrie et des Méthodes Psychologiques

Saul Rosenzweig

APA Representative to the National Society for Crippled Children and Adults (Alternate)

Lloyd M. Dunn

D. It was reported that the following, recommended by the Board of Directors, were approved as committee and board chairmen for 1955-56:

Publications Board

Convention Program Committee

Committee on Scientific and Professional Ethics and Conduct

Membership Committee

Committee on Precautions in Animal Experimentation

Committee on Relations with the Social Work Profession

Daniel Katz

Richard P. Youtz

John F. Dashiell

Meredith P. Crawford

Arthur J. Riopelle

Leonard S. Kogan

Committee on Academic Freedom and Conditions of Employment
 Committee on Psychological Tests
 Committee on Questionnaires
 House Committee
 Committee on Mental Health Programs
 Committee on Participation in Association Affairs
 Committee on Walter V. Bingham Lecture
 Committee on Retired Psychologists
 Education and Training Board
 Committee on Undergraduate Education
 Committee on Subdoctoral Education
 Committee on Doctoral Education
 Committee on Evaluation
 Committee on Psychology in Other Professional Schools
 Senior Delegate to the National Research Council

Edwin B. Newman
 David V. Tiedeman
 A. G. Bayroff
 Jerry W. Carter, Jr.

Ija N. Korner

Robert L. Kahn

Henry Chauncey

Sidney L. Pressey
 Edward S. Bordin

Frank W. Finger

Albert S. Thompson

Stanford C. Erickson
 Charles R. Strother

B. von Haller Gilmer

Meredith P. Crawford

E. Upon recommendation of the Board of Directors, the following were approved as new members of the specified APA committees for the terms indicated:

House Committee
 Committee on International Relations in Psychology (1955-56)
 Committee on Mental Health Programs (1955-57)
 Committee on Social Controls in Professional Practice
 Committee on Evaluation, Education and Training Board (1955-58; replacement for Robert R. Holt who reported that he would be unable to serve)

Irwin M. Rosenstock

Robert R. Blake

C. H. Calhoon
 Stanford C. Erickson
 James G. Miller

Leslie Phillips

F. The Council elected the following as new members of the committees specified:

Committee on the Relationships between Psychology and Education
 Joint Committee on Social Science in Public Health
 Committee on Academic Freedom and Conditions of Employment (1955-60)
 Committee on Social Controls in Professional Practice
 Applied Social
 Clinical Practice
 Industrial Practice
 Institutional Counseling

Warren G. Findley
 George D. Stoddard

Calvin S. Hall

Charles E. Osgood

Angus Campbell
 Rollo May
 Thomas Gordon
 Ralph F. Berdie

G. The Council approved the following as chairmen of the specified committees for the term 1955-56:

Committee on Public Relations	Roger T. Lennon
Committee on International Relations in Psychology	Leonard Carmichael
Committee on Postdoctoral Education	Donald W. Fiske
Committee on the Relationships between Psychology and Education	Arthur P. Coladarci
Committee on Social Controls in Professional Practice	James G. Miller

V. MEMBERSHIP

A. It was announced that the deaths of the following members had been reported since the 1954 meeting of the Association:

LIFE MEMBERS

William H. Batson	William F. Lutz
Madison Bentley	

FELLOWS

English Bagby	George W. Hartmann
John Alfred Broxson	Helge O. Lundholm
Egon Brunswik	Lowell S. Selling
Genevieve Chase	Calvin P. Stone
Stanley Dulsky	Eleroy Stromberg
Vivian E. Fisher	Sir Godfrey Thomson
William E. Galt	Lloyd N. Yepsen

ASSOCIATES

Herman Brandt	Olive L. Ives
Frank R. Clarke	Elva E. Knight
Joseph I. Clarke	Vernon W. Lemmon
George A. Connors	John A. Lewis
Edward Cowles	Emil L. Ranseen
Noel B. Cuff	Cyril F. Richards
John T. Dickson	Earl L. Taylor
J. Douglas Haygood	Mary H. Weislogel

B. It was announced that the following members had resigned since the 1954 meeting of the Association:

FELLOWS

Hazel M. Cushing	Julius Seidel
Oran W. Eagleson	Louise Wood
Marion W. Richardson	

ASSOCIATES

Maurine Achauer	Clarence Monroe Angel
Margaret Murray Adkins	Libero Arcieri
Jacqueline N. Allen	Ruth P. Arent
Lidia Cardona Alvarez	Philip Axelrod
Viola Caprez Ames	Arthur W. Bailey
Camilla M. Anderson	Gerard L. Barbeau

Doris M. Barnett
 Rita H. Barrett
 Gladys T. Barry
 Lois Bellinger
 Priscilla Chavez Bernard
 Milton Bernstein
 Arthur H. Bernstone
 Joan L. Bissey
 Eris L. Black
 Fern B. Black
 Arline M. Blakemore
 Ernest T. Bohland
 Samuel Bojar
 William John Boldt
 Marian K. Boring
 Elsworth V. Bowers
 Henry Bowers
 Stella Martin Bowers
 Rudolph J. Brandt
 Ann L. Brockway
 Milton T. Brown
 Arthur D. Browne
 Harry W. Bues, Jr.
 Lester L. Burch
 Sam Lewis Campbell
 Rita C. Cannizzaro
 Meng-Hsiu Chang
 Lawrence A. Cohen
 Stanley I. Cutler
 Leona E. Dahlstrom
 Francis J. Daly
 Henry F. Daum
 Marjorie M. Davidson
 Edwin W. Davis
 Sybil G. deGroot
 Margaret R. Deignan
 Jule Donald
 Dallas L. Downing
 Elisabeth R. Dubin
 Marie Duncan
 William Eccher
 Vera G. Edwards
 John L. Endacott
 Wilfrid Ethier
 Myron Finklestein
 Frances M. Ford
 Rodney L. Franklin
 Edwin R. Frost
 Harmona F. Geller
 Joe N. Gerber
 Samuel Gerstein
 Lillian Glass
 Howard W. Goheen
 H. Phoebe Gordon
 Elizabeth S. Goudey
 Marshall C. Greco
 Norman E. Green
 John W. Gregory
 Ernest J. Guerin, Jr.
 Marianne W. Gunther
 John R. Harman, Jr.

Kathryn Grover Harrington
 Myron J. Helfgott
 Oscar E. Hertzberg
 Annette P. Highsmith
 William E. Hinrichs
 Janet R. Hodgkins
 Harmon L. Hoffman
 Joan S. Hovorka
 Frank E. Howard
 Harris Huey
 Richard W. James
 Russell J. Jensen
 Vance W. Jewson
 Hyman B. Kaitz
 Ida Kator
 C. Mansel Keene
 Moses S. Koch, Jr.
 David Kupfer
 Gloria Ladieu-Leviton
 Beverly L. Lambert
 William H. Lancaster
 Margery O. Lane
 Joanne B. Lasnik
 Albert S. Levenson
 Theodore H. Levine
 Cynthia F. Lewin
 Natalie Baker Lewis
 Marvin Lieberman
 Gerald H. Lubar
 Katherine K. Mackenzie
 Hugh J. MacLeod
 Reginald D. MacNitt
 Morton S. Malter
 Howard G. Martin
 William B. Martin
 Floy Wetzel Matthews
 Anita Colonna Mauk
 Mary Francis Mayo
 Phyllis D. McClain
 Donald R. McRell
 Patricia P. Minuchin
 Carl L. Moore
 George C. Moser
 Gladys A. Mumford
 Mary E. Munson
 Stewart Murray
 Frances C. Newmark
 Anne H. Northrup
 Lois O. Ormond
 Marvin J. Otilie
 Jacqueline Z. Palmer
 Perina P. Panunzio
 Carol H. Pazandak
 Ruth A. Pedersen
 Evelyn May Pederson
 Rev. Kenneth J. Pidgeon
 Eleanor B. Platt
 Arthur E. Poinc
 Edith P. Popenoe
 Henry A. Poppen
 Mary Peoples Porter

Arthur M. Potter
 Ralph G. Price
 Peggylee Purcell
 Peter L. Rabe
 Laszlo Radvanyi
 S. Luther Reed
 James McK. Robinson
 Florence H. Romm
 Milton J. Rosenberg
 Martha G. Rucker
 Robert S. Sackett
 Harriet H. Sands
 Charles R. Scoggins
 Ernest G. Schlanbusch
 Frances L. Schenck
 Raymond J. Schlicher
 Janet T. Schmidt
 Julius C. Seidl
 Frederick G. Shelby
 F. Carlyle Shepard
 Edmund Shimberg
 Beatrice H. Simmons
 Carl E. Smith
 Dorothy H. Smith
 Herman F. Smith
 Homer I. Smothers
 William H. Sneed
 Alice Hyde Sours

Meredith J. Sprunger
 Anne K. Stauffer
 John N. Stauffer
 Lucy Stead
 Richard A. D. Stewart
 Mary G. V. Stone
 Wanda Rah Stoops
 Doris R. Taylor
 Harry A. Taylor, Jr.
 William J. Temple
 Leslie Thacker
 B. D. Thuma
 Roman C. Tuason
 John E. Tucker
 Vernon B. Twitchell
 Betty Peck Wallwork
 Norma R. Walton
 Ralph E. Walton
 Suzanne Littell Westfall
 Carl D. Wild
 Frank Ray Wilkinson
 Henrietta Williams
 Margaret B. Wilson
 Frances A. Winarz
 A. L. Winsor
 Beulah Winstel
 Joseph E. Zerga
 Louis Zinn

C. It was announced that the following members had been reinstated since the 1954 meeting:

Lt. Col. Richard W. Faubion	Nissim Morris Levy
Samuel N. LeCount	L. Harold Sharp

D. It was announced that the following members had been granted status as Life Members since the 1954 meeting:

James B. Anderson	Paul J. Kruse
Clairette P. Armstrong	Herbert S. Langfeld
Bernice Barrows	Harvey C. Lehman
Ross H. Beall	W. W. Martin
J. W. Bridges	Sister M. Rosa McDonough
Dallas E. Buzby	J. T. Metcalf
Catherine E. Conway	Mary L. Patrick
W. W. Cox	Nellie L. Perkins
Harry W. Crane	Ruth Staples
James C. DeVoss	Charles Leonard Stone
Charles Diserens	Gladys G. Tallman
Edgar A. Doll	Grace Adelaide Taylor
Lucile Dooley	Clara Harrison Town
E. G. Flemming	Richard J. Triplett
Mabel E. Goudge	Marvin James Van Wagenen
Charles H. Griffiths	Lovisa Catherine Wagoner
Thorleif G. Hegge	Gertha Williams
Eugene H. Henley	Elizabeth L. Woods
Z. Pauline Hoakley	Dean A. Worcester
Arthur M. Jordan	Dorothy Hazeltine Yates

E. It was announced that 1,361 persons were elected Associates of the APA as of January 1, 1955,

their names having been printed in the *American Psychologist*, 1955, 9, 36-41.

F. It was announced that the following persons, elected as Associates as of January 1, 1955, failed to confirm their election by payment of their first year's dues:

Irving Simon Asch	F. Alec Phillips
Donald Richard Bowlus	Julius Alfred Roth
Samuel Clarke McLaughlin	Dan Henry Woodward
Perin Munchershaw Mehenti	

G. Upon recommendation of the appropriate divisions and nomination by the Board of Directors, the Council elected the following 124 persons as Fellows of the APA, effective January 1, 1956:

NAME OF APPLICANT	NOMINATING DIVISIONS	
Elias Nelson Abrams	Clinical, Public Service	Emil Fredericson
Leonard S. Abramson	Clinical	Edward Joseph Furst
Grace Thompson Altus	School	Jacob L. Gewirtz
Robert Bruce Ammons	Experimental, Educational	Jack R. Gibb
Alexis Michael Anikeeff	SPSSI	Thomas Gordon
Philip Ash	Evaluation and Measurement, Industrial and Business	Harrison G. Gough
Waymah Brasell Barber	Clinical	John Stanley Gray
Gordon James Barnett	Clinical	Searles A. Grossman
Warren Leslie Barnette, Jr.	SPSSI	Saul Gurevitz
John Reagan Barry	Clinical	William Mansfield Hales
Bernard M. Bass	Evaluation and Measurement, Personality and Social	Mildred Eckhardt Hamilton
Harold Palmer Bechtoldt	Evaluation and Measurement	Ross Harrison
Ernst Gunter Beier	Clinical	Albert H. Hastorf
Raymond E. Bernberg	Personality and Social, SPSSI, Industrial and Business	Ralph William Heine
Richard Nash Berry	Experimental	Ira Jean Hirsh
Dalbir Bindra	Experimental, Personality and Social	Wayne Harold Holtzman
Lucille Hollander Blum	Developmental	Arthur Lloyd Irion
Kenneth Basil Brown	Clinical	Robert Jacobs
John M. Butler	Counseling	Nathan Jaspen
Daniel Casner	Clinical	Ralph Ezra Jenson
Harold Coe Coffman	SPSSI	John Hall Jones
Jacob Cohen	Clinical	Margaret Hubbard Jones
Joseph Bonar Cooper	SPSSI	Lessing Anthony Kahn
William Cullen Cottle	Counseling	Bernard Nathan Kalinkowitz
W. Grant Dahlstrom	Clinical	Henry Eugene King
Joseph Green Dawson	Clinical	Virginia Kirk
Walter Lorraine Deemer	Evaluation and Measurement	Walter George Klopfer
James Earle Deese	Experimental	Walter M. Lifton
Maurice Ray Denny	Experimental	Ida Linnick
Donald H. Dietrich	SPSSI	Wallace Victor Lockwood
Frank Joseph Dudek	Evaluation and Measurement	Nathan Maccoby
Rosalind F. Dymond	Personality and Social	George Franklin Mahl
Albert Elkin	General	Rollo Reese May
Jerome H. Ely	Industrial and Business	Wilbert James McKeachie
Mortimer R. Feinberg	Industrial and Business	Harold I. Michal-Smith
Fred E. Fiedler	Personality and Social	Daniel Robert Miller
Jerome Fisher	Clinical	Esther Grace Nolan
Don C. Fitzgerald	Clinical	Robert Travis Osborne
		Wesley Harold Osterberg
		Gaige Brue Paulsen
		Robert Francis Pearse
		Charles Callahan Perkins, Jr.
		Francis Joseph Pilgrim
		Don D. Prosser
		Lyne Starling Reid
		Agnes Hodgson Reigert
		Amster Dudley Roberts
		Max Rosenbaum
		Jesse C. Rupe
		Joseph Mervin Sacks
		Herbert Sanderson
		Stanley Schachter
		Roy Schafer
		Bert David Schwartz
		Stanley Saul Schwartz
		Experimental
		Educational
		Developmental, Personality and Social
		SPSSI
		SPSSI
		Personality and Social
		Industrial and Business
		Clinical
		Clinical
		Clinical
		General
		General, Industrial and Business
		Personality and Social
		Clinical
		Experimental
		Experimental, Evaluation and Measurement, Personality and Social
		Experimental
		Evaluation and Measurement, Counseling
		Evaluation and Measurement
		General
		Teaching
		General, Experimental
		Military
		Clinical
		Experimental
		Developmental, Clinical
		Clinical
		Counseling
		Counseling
		Clinical
		Personality and Social, SPSSI
		Experimental
		Clinical
		Teaching, SPSSI
		Clinical
		Developmental, Personality and Social, Clinical
		Educational, Counseling
		Educational, Counseling
		Industrial and Business
		Counseling
		Industrial and Business
		Experimental
		Experimental
		Counseling
		Experimental
		School
		Clinical
		Clinical
		Industrial and Business
		Clinical
		Counseling
		Personality and Social, SPSSI
		Clinical
		Clinical
		Clinical

Milton Schwebel	Counseling
Virginia Loftus Senders	Experimental
Alfred Barral Shaklee	Teaching, Experimental
Benjamin Shimberg	Evaluation and Measurement, SPSSI
Edward Shulman	Clinical
Paul Shafer Siegel	General
Marianne Lenore Simmel	General, Clinical
Martin Singer	Clinical
William Sloan	Clinical
John S. Stamm	Experimental
Julian Cecil Stanley, Jr.	Evaluation and Measurement, Educational, Maturity and Old Age
Ira M. Steisel	Clinical
Barbara MacMichael Stewart	Clinical
Robert Silas Stewart	School
Lawrence Marmer Stolurow	General, Experimental
Earl Eugene Swartzlander	Clinical
Ruth Jacobson Tasch	Developmental
William Newton Thetford	Clinical
Helen Tomlinson	Evaluation and Measurement
Alice Van Krevelen	Teaching
Esther Stubbs Vik	School
Arthur Weider	Clinical
George Schlager Welsh	Clinical
Joseph M. Wepman	Clinical
Irving R. Weschler	Personality and Social, SPSSI, Industrial and Business
Stan E. Wimberly	Evaluation and Measurement
Joseph William Wissel	Industrial and Business
John Withall	SPSSI
Sam Louis Witryol	Developmental
Virginia Zachert	Evaluation and Measurement, Industrial and Business
Stanley B. Zuckerman	Clinical

H. The Board reported for information that 164 persons had applied for transfer to Fellow status this year. Of these, 39 were withdrawn by their respective divisions, and one "waiver case" was not recommended by the Board of Directors.

I. It was voted to instruct the Board of Directors to make an additional study of the one "waiver case" not recommended by the Board and to report its findings at the next meeting of the Council.

VI. PUBLICATIONS

A. It was voted to receive the report of the Council of Editors with thanks and appreciation for its unusually informative nature.

B. It was voted that, in order to reduce the costs of publishing the annual convention program, abstracts printed in the *American Psychologist* be no longer than 100 words. (This action is not construed as suggesting a limitation on the size of the

abstracts or papers submitted to the Program Committee.)

C. It was voted that page allotments for 1956 remain unchanged for all APA journals, except as indicated below:

Journal of Comparative and Physiological Psychology: 528 pages (an increase of 96 pages).

Psychological Monographs: 480 pages, representing a decrease of 120 pages in allotment, but an increase of 120 pages over the number of pages used in 1954.

A decrease in each of the following journals by the number of pages indicated, because of the transfer of book reviews to the new journal: *Psychological Bulletin*, 60, *Journal of Abnormal and Social Psychology*, 32, *Journal of Applied Psychology*, 32.

D. In view of the fact that the editorial load of the editors of the *Journal of Abnormal and Social Psychology* and the *Journal of Experimental Psychology* is very heavy and that these journals are publishing two volumes a year, it was voted that the editor of each of these journals be permitted to appoint two associate editors, and that during 1956 these associate editors each receive a stipend of \$500. It was also the sense of the Council that the associate editors receive reimbursement for expenses incurred in their editorial work.

E. It was voted that, beginning in 1956, authors not be charged for publication of *Psychological Monographs*, and that each author be given five gratis copies of his monograph.

F. It was voted that the Committee on International Aspects of Publication in Psychology be empowered to seek support for the project under which APA would provide a limited number of free subscriptions to APA journals for a limited number of years to foreign institutions and agencies, the support to cover APA's expenses of printing, handling, and mailing the subscriptions.

G. It was voted that the report on the *American Psychologist* be received with thanks.

H. The Board reported the appointment of Neal E. Miller as an Advisory Editor to the *American Psychologist*.

I. It was voted that the report of the Board of Advisory Editors to the *Journal of Educational Psychology* be received with thanks.

J. The Board reported that, on the occasion of the death of Mr. H. E. Buchholz, publisher of the *Journal of Educational Psychology*, it had instructed

the Executive Secretary to write a letter to Mr. Buchholz' daughter, expressing the Association's appreciation of Mr. Buchholz' contribution to psychology, and the hope that the *Journal of Educational Psychology* will continue to serve its professional purpose effectively.

K. It was voted that APA publish the manuscripts resulting from Project B of the Policy and Planning Board study on The Development and Status of Research and Education in Psychology and from the Conference on Ageing sponsored by the Division on Maturity and Old Age, and that Kenneth E. Clark be appointed as Editor of the Project B manuscript and John E. Anderson as Editor of the manuscript on the Conference on Ageing.

L. It was voted to increase the page allotment of the 1955 volume of the *Journal of Abnormal and Social Psychology* by approximately 225 pages, full cost of the additional pages to be charged to the Morton Prince Fund.

Note: For other actions pertaining to publication matters, see Section IX. Finances and Budget.

VII. PROFESSIONAL ETHICS

A. Actions Pertaining to Recommendations by the Committee on Ethical Standards of Psychologists

1. It was voted that *Ethical Standards of Psychologists*, which was tentatively adopted by the Association in 1952, be continued on an indeterminate basis; that a new task committee be created to work out the details of further revision and approval by the membership; and that the task committee be charged with the responsibility for recommending such revisions as may be necessary prior to submitting the code to the membership for adoption, as well as with the responsibility for further study and for recommending to the Board the advisability of a plan for periodic examination of the Code.

2. It was voted that the Education and Training Board be charged with the responsibility of formulating and carrying out a plan for facilitating the familiarization of graduate students with *Ethical Standards of Psychologists*.

3. It was voted that Wayne H. Holtzman be appointed Chairman of a newly constituted Committee on Ethical Standards of Psychologists and that he be requested to suggest members of this committee to the President for recommendation to the Board of Directors.

B. Actions Pertaining to Recommendations by the Committee on Scientific and Professional Ethics and Conduct

1. The Council voted to endorse the following By-laws changes to be submitted to the membership:

Article II, sec. 10, last sentence to be amended to read as follows:

In other cases, whenever charges are referred to the Council of Representatives, no person shall be dropped from membership except after opportunity to be heard in person, if practicable, or represented by counsel. If a hearing is requested by the accused member, this hearing shall be before a special committee of at least seven persons appointed from the Council of Representatives by the President, and the Council of Representatives shall act on the basis of the findings of this committee or at its discretion arrange further hearings. A member may be dropped only by a three-fourths vote of the representatives present at the Council meeting which considers the matter. The action of dropping a member, with the name of such member, shall be recorded in the official minutes of the Council of Representatives as published for the members of the Association (and should it be deemed in the public interest, the Council may vote to announce its action in the public press).

Article II, sec. 5, last sentence to be amended to read as follows:

The work of this Committee, including information and recommendations on all cases before it, shall be kept confidential, except that at its discretion it may cooperate in exchanging pertinent information on a confidential basis with the Membership Committee of the APA, the American Board of Examiners in Professional Psychology, the American Board for Psychological Services, affiliated regional and state associations, and other organizations approved by the Board of Directors. Furthermore, the Committee may, at its discretion, inform complainants against a member and those who endorse his membership, of the findings and actions of the Committee.

2. It was voted that APA membership application blanks in the future contain a question as to whether the applicant has ever made prior application to the APA for membership and whether he has ever been a member of the APA.

3. The Board reported that it had requested the Policy and Planning Board to consider policy questions associated with the reapplication of members who have been expelled for ethical reasons.

C. Actions on Individual Cases Taken during the Executive Session of the Council of Representatives

1. The Council considered six cases which had been recommended for expulsion by the Committee

on Scientific and Professional Ethics and Conduct, with the concurrence of the Board of Directors. The Council received reports from three special committees of Council members which had been appointed to conduct hearings in the cases of three members who requested such hearings. A fourth member requested a hearing before the entire Council, and this hearing was conducted during the Executive Session of Council.

2. The Council voted to expel three members for unethical conduct, and to accept the resignation of a fourth member.

3. In the case of one member, it was voted that the Council of Representatives go on record as censuring the member for his past activities in violation of certain specified ethical principles and warn him to alter his subsequent behavior in accordance with his discussion of these matters with the specially appointed committee of the Council of Representatives; and that action on the recommended expulsion be postponed until the Committee on Scientific and Professional Ethics and Conduct has had an opportunity to observe developments during the next year or two.

4. In the case of one member, it was voted that a committee responsible to the Council of Representatives be appointed to investigate further the charges against this member, and submit its report to the Council of Representatives. It was the sense of the Council that further steps necessary to implement this action be left to the Executive Secretary and the Board of Directors.

5. It was voted to authorize the Board of Directors to approve a budget as needed to carry out the work of the committee appointed in item 4 above.

VIII. SCIENTIFIC DEVELOPMENT BOARD

A. It was voted that Council receive the report of the Scientific Development Board with an expression of its deep appreciation for the thorough and comprehensive nature of the report.

B. It was voted that Council request the Education and Training Board to sponsor a summer seminar on "Experimental Design and Inference in Psychology" for the purpose of (1) compiling suggestions for a training course or program on the Fundamentals of Experimental Design and Inference in Psychology, any resulting materials to be made available to all institutions giving graduate degrees in psychology, and (2) publishing a sum-

mary of the seminar discussions as guidance to further systematic analysis of the problem.

C. It was voted that Council request the Education and Training Board to undertake to collate available evidence concerning trends in the ability and training characteristics of applicants for graduate training in psychology and, if the need is indicated, to formulate a research proposal for a continuing study of this problem, which can be submitted for financial support, possibly in collaboration with one of the other sciences.

D. It was voted that Council request the Education and Training Board to sponsor a conference of psychologists who are acknowledged pioneers in experimental, quantitative, and theoretical methodology for the purpose: (1) of estimating the knowledge and skills requirements of research psychologists capable of mastering the literature and contributing to the scientific development of psychology in 1965, and (2) of publishing a summary of the conference discussion as a guide to training departments.

E. The Board reported that it had instructed the Editor of the *American Psychologist* to solicit a brief article in which available sources of printed information regarding sources of support for psychological research are identified, in which other less formal sources of information are described, and in which certain practical considerations involved in obtaining such research support are discussed.

F. It was voted that Council instruct the APA representatives to the SSRC and NRC to express the APA's firm concurrence in support of the efforts of those organizations to make available small grants-in-aid to psychological scientists.

G. The Board reported that it had referred to the Publications Board for favorable consideration the Scientific Development Board recommendation that Publications Board: (1) recommend action to APA for the creation and support of a monographic series devoted to the publication of current integrative experimental, theoretical, and/or methodological reviews of the psychological literature; (2) determine the existence of such recently completed reviews in irregular or nonavailable publications, the existence of such reviews in preparation, and the expressed needs of psychologists for specific reviews, and (3) through these actions make known to all research supporting agencies and to psychologists themselves the extreme importance this type of scientific activity has in the eyes of

those concerned with the training and productivity of scientific psychologists.

H. Council voted that APA go on record as strongly favoring the further development of adequate research fellowships for senior scientists, and that this sentiment be transmitted to the National Science Foundation as well as to private foundations that support the advancement of psychological science.

I. The Board reported that it had requested Division 5 to consider the possibility of that Division's sponsoring an *ad hoc* committee which would inquire into data-reduction techniques and services, requesting APA's support if necessary, and would submit a report at the Spring meeting of the Board.

J. It was voted that Council instruct the APA Representatives to the Division of Anthropology and Psychology of NRC that NRC be encouraged to accept responsibility for needed refinement and standardization of special laboratory equipment frequently employed by psychologists, with assurance that this effort is commended by APA and will receive the full cooperation of APA.

K. Council voted that there be created three annual awards of \$1,000 each for outstanding theoretical and/or empirical contributions to the science of psychology, these awards to be designated as "APA Distinguished Scientific Contribution Awards"; and that a three-member *ad hoc* committee be appointed to work out the ground rules for operating these awards. Members of this *ad hoc* committee will be chosen to represent the entire spectrum of psychology as science, and the committee's first task will be that of delineating in some detail, before the 1956 Spring meeting of the Board of Directors, the three broad areas of contributions for which the awards will be made. At that time, the Board of Directors will nominate, for Council approval, three three-member Awards Committees which will be responsible for choosing the first recipients of awards to be announced in September of 1956.

L. It was voted that the Scientific Development Board *ad hoc* committees on Verbal-Perceptual Thresholds and on the Conditioned Eyelid Response be allotted budgets of \$500 each for the completion of the tasks under way.

M. Council voted to accept the recommendation of the Scientific Development Board that the Scientific Development Board be discharged. The Council took this action with some hesitation, but did so because of the strength and unanimity of opinion of

the Scientific Development Board, following its close study of the problems involved. The Council remains deeply concerned with the kinds of problems falling within the scope of the Scientific Development Board. It has been impressed by the achievements of the Scientific Development Board during the year, not only for their own value but also as an example of how an APA board can productively contribute to the development of psychological science; and it proposes to continue to seek ways in which the APA can facilitate the research efforts of psychologists, either through existing boards and committees or through the establishment of special groups for this purpose. Because of the importance of this issue to psychology both as a science and a profession, the Council instructed the Board of Directors to review the situation at its Spring meeting in 1956 and to make further recommendations to the Council subsequent to that meeting.

IX. FINANCES AND BUDGET

A. It was voted that the annual dues be increased by \$2.50 and that members be offered a choice of any \$8.00 APA journal (or half the price of a \$16.00 journal) in addition to the *Psychological Abstracts* and the *American Psychologist*.

B. It was voted that no *Directory* be published in 1956, and that a systematic study of the *Directory* problem on a long-range basis be conducted.

C. It was voted to instruct the Board of Directors to review the APA Bylaws pertaining to the mandatory distribution of journals and *Directory* to members and, if deemed advisable, to draft the necessary changes and submit the draft to the Council of Representatives by mail ballot.

D. It was voted that Council adopt the following APA budget for 1956:

APA BUDGET FOR 1956

Income	
DUES	
Fellows	\$ 34,000.00
Associates	187,000.00
Foreign Affiliates	350.00
Students	6,100.00
Division Dues	16,500.00
Prior Year Dues	1,800.00
Back Order Fee	500.00
Total Dues	\$246,250.00
SUBSCRIPTIONS	
Members and Students:	
Abnormal and	
Social	\$ 15,200.00
Applied	3,200.00

Comparative	2,800.00	
Consulting	4,400.00	
Experimental	7,200.00	
Monographs	2,000.00	
Review	3,600.00	
Abstracts	480.00	
Bulletin	4,000.00	
Contemporary ...	4,000.00	
Total Members and Student		\$ 46,880.00
Nonmember:		
American Psycholo-		
gist	\$ 5,100.00	
Abnormal and		
Social	25,500.00	
Applied	12,400.00	
Comparative	4,300.00	
Consulting	8,900.00	
Experimental	14,100.00	
Monographs	3,800.00	
Review	9,000.00	
Abstracts	25,800.00	
Bulletin	7,500.00	
Contemporary ...	12,000.00	
Total nonmember	\$128,400.00	
Total subscriptions		\$175,280.00
OTHER PUBLICATION INCOME		
Reprints	\$ 8,300.00	
Prior publication	8,500.00	
Alterations	250.00	
Sale of single and back issues ...	22,000.00	
Advertising	15,000.00	
Sale of journal binders	1,800.00	
Employment Bulletin		
Subscriptions	2,200.00	
Inserts	800.00	
Total other publication		\$ 58,850.00
MISCELLANEOUS INCOME		
Associate application fees	\$ 2,600.00	
Use of Addressograph	3,000.00	
Credit on special assessments ...	500.00	
Rent	9,500.00	
Interest on investments	3,000.00	
Annual meeting (net)	500.00	
CSPA	1,500.00	
Overhead reimbursement (NSF) .	1,500.00	
Miscellaneous	300.00	
Bad debts collected	100.00	
Total miscellaneous income		\$ 22,500.00
TOTAL INCOME		\$502,880.00

Expenses

PUBLICATIONS

Printing and mailing	
American Psycholo-	
gist	\$ 35,500.00
Abnormal and	
Social	20,500.00
Applied	10,000.00
Comparative	8,900.00
Consulting	10,200.00

Experimental	20,800.00
Abstracts	36,500.00
Bulletin	12,500.00
Monographs	10,500.00
Review	9,000.00
Contemporary ...	14,000.00
Directory, prepara-	
tion and reserve.	10,000.00
Handbook for new	
members	1,000.00
Employment Bul-	
letin	2,400.00
Total printing	\$201,800.00
Reprints	\$ 9,100.00
Editors—stipends	11,000.00
—expenses	8,800.00
Abstracts—salaries	10,200.00
—abstractors and trans.	500.00
—supplies, tel. and post.	1,100.00
Total publication	\$242,500.00

GENERAL APA ACTIVITIES

Bad debts	\$ 1,000.00
Dues paid to Divisions	8,200.00
Recording Secretary	400.00
Election expense	2,400.00
Professional services	2,400.00
Insurance	2,000.00
Central Office retirement, TIAA .	4,500.00
Public relations	10,000.00
Travel	3,500.00
Memberships, contributions, books	1,550.00
Journal binders	4,000.00
Telephone and telegraph	2,300.00
Postage	6,500.00
General office expense	10,000.00
Social Security	2,000.00
Discount on dues and subs.	300.00
Miscellaneous expense	400.00
Placement service	6,000.00*
Back issue expense	1,500.00†
APA Science Awards	3,000.00
Total general activities	\$ 71,950.00

BOARDS AND COMMITTEES

Board of Directors	\$ 2,000.00
Council of Editors	1,000.00
Relations with Social Work	500.00
Publications Board	1,000.00
Relations with Psychiatry	2,500.00
Program Committee	600.00
Scientific and Prof. Ethics	500.00
Policy and Planning	2,000.00
CSPA	3,000.00
International Relations	500.00
Public Relations	300.00
House Committee	100.00
Education and Training	9,000.00
Finance	300.00
Membership	500.00

* Includes approximately \$5,000 which formerly appeared as salary expense.

† Direct expense—not including Central Office back issue expense.

Academic Freedom	500.00
Ethical Standards	500.00
ABEPP	5,000.00
Health and Accident Insurance ..	200.00
Participation	500.00
Mental Health	750.00
AAAS Delegate Travel	500.00
Employee Welfare	200.00
Central Office	200.00
Freedom of Enquiry	750.00
Relations with Education	1,700.00
ABPS	5,000.00
Jt. Committee Social Science in Public Health	500.00
Social Controls	500.00
Editorial Committee, Public Af- fairs Pamphlet	100.00
SDB Committee on Visual Per- ceptual Thresholds	500.00
SDB Committee on Conditioned Eyelid Response	500.00
Total committee expenses	\$ 41,700.00
BUILDING EXPENSES	
Taxes	\$ 2,200.00
Utilities	3,000.00
Depreciation:	
Furniture and fixtures	3,200.00
Building	5,600.00
Upkeep	1,000.00
Janitor's salary	4,500.00
Supplies and miscellaneous	2,000.00
Total building expenses	\$ 21,500.00
SALARIES	\$101,000.00
RESERVE FUND	23,000.00
TOTAL EXPENSES	\$501,650.00
NET	\$ 1,230.00

X. DIVISIONS

A. It was voted to receive with thanks the reports submitted by the following APA divisions:

Division on the Teaching of Psychology
Division on Evaluation and Measurement
Division on Developmental Psychology
Division on Esthetics
Division of Clinical Psychology
Division of Counseling Psychology
Division of Psychologists in Public Service

B. The Board reported that it had instructed the Central Office to make copies of the above division reports available to all incoming division officers for their information and their guidance in the preparation of future reports.

C. The Board reported that, in response to the request from the Division of School psychologists

that APA support that Division's request for foundation funds, the Board approved the idea in principle and instructed the Executive Committee of that division to prepare a statement of the project for final approval by the Board of Directors.

D. The Board reported that it had carefully considered, but had not favorably acted upon, the request from the Division of School Psychologists for divisional representation on the Committee on Scientific and Professional Ethics and Conduct and on the Committee on the Relationships between Psychology and Education. This action was taken in view of the long-standing policy of appointing to APA boards and committees individuals with special competencies and interests, which naturally overlap with those of divisions, and expecting these individuals to function in the interests of APA as a whole.

XI. AFFILIATED STATE AND REGIONAL ASSOCIATIONS

A. It was voted that the report of the Conference of State Psychological Associations be received with thanks.

B. The Board reported that it concurred with the recommendation of the Conference of State Psychological Associations with respect to the continuation of the Office of Technical Aide of CSPA in the Central Office.

C. It was voted that the Montana Psychological Association be welcomed into affiliation with the APA.

D. It was voted to refer to the Committee on Scientific and Professional Ethics and Conduct for study and recommendation the report of the CSPA Committee on the Organization and Functioning of State Associations regarding the listing of psychologists in telephone directories, and to request a report prior to the meeting of the Board of Directors in the Spring of 1956.

E. It was voted that the Southeastern Psychological Association be welcomed into affiliation with the APA.

XII. CENTRAL OFFICE AND OTHER ADMINISTRATIVE MATTERS

A. The Board reported that it had authorized the President to appoint a two-member subcommittee of the Board to proceed with the necessary steps in view of the forthcoming expiration of the term of office of the Executive Secretary.

B. The Board reported that it had referred to the Policy and Planning Board a suggestion from Hobart Mowrer regarding bicameral government, with the recommendation that it be considered relative to the representativeness of APA governmental organization.

C. In line with the recent widespread discussion of ways to keep APA structure most conducive to the advancement of psychology, the Council voted to invite each APA board and committee to examine, during the coming year, the reasons for its own existence, the clarity of its mission, its own structure, and its relations with other committees; and to request that each board and committee include a discussion of this matter in its next annual report.

D. As a means of informing APA members in advance regarding proposed Bylaws changes and as a means of further improving the language of such changes, the Council voted to adopt the practice of publishing in the *American Psychologist* all Bylaws changes proposed by Council and of inviting comments from members before the changes are submitted to vote by the membership.

E. It was voted that all new APA members be furnished without charge with the following APA pamphlets: *APA Bylaws and General Information*, *Ethical Standards of Psychologists*, *Psychology and Its Relations with other Professions*, *Public Information Guide*, *Technical Recommendations for Psychological Tests and Diagnostic Techniques*, *Publication Manual*.

F. The Board reported that present plans call for the 1956 convention to be held in Chicago, the Sherman and Morrison serving as Headquarters Hotels, and for the 1957 convention to be held in Miami Beach, probably at the Sea Isle, Saxony, Sans Souci, Seville, and Algiers Hotels.

G. The Board reported that it had voted to poll the Council at an early date regarding preference for a convention city for 1958, the selection to be made among Detroit, Philadelphia, New York City, and Washington, D. C., after the Central Office has assembled relevant information.

XIII. MISCELLANEOUS

A. The Board reported that it had discussed the possible desirability of an exchange of visits between American scientists and scientists from the USSR and other Iron Curtain countries, such scientists to include psychologists; and had instructed

the Executive Secretary to explore this possibility with representatives of other scientific organizations.

B. It was voted that, in view of the fact that the year 1956 will be the centenary of the birth of Sigmund Freud, the Council instruct the Board of Directors to consider any appropriate action that may be taken during the year in this connection.

C. It was voted that the Council of Representatives express the appreciation of the members of the American Psychological Association in attendance at the sixty-third annual convention of the Association in San Francisco to the Committee on Local Arrangements, the Convention Manager, the Central Office staff, and the Convention Program Committee for their devoted work in the interests of the Association, which has resulted in a pleasant and productive meeting.

REPORT OF THE RECORDING SECRETARY ON THE SPRING MEETING OF THE BOARD OF DIRECTORS AND PRE- CEDING INTERIM ACTIONS

To the Council of Representatives:

The Board of Directors met in the Board Room of the APA Headquarters in Washington, D. C., on May 12 from 9:30 A.M. to 5:30 P.M. and from 7:30 P.M. to 11:30 P.M.; on May 13 from 9:30 A.M. to 6 P.M. and from 8 P.M. to 10 P.M.; on May 14 from 9 A.M. to 7:30 P.M.; and on May 15 from 9 A.M. to 4 P.M.

The following Board members were present: E. Lowell Kelly, Theodore M. Newcomb, O. Hobart Mowrer, Carroll L. Shartle, Paul R. Farnsworth, Nicholas Hobbs, Stuart W. Cook, Wayne Dennis, Ann Magaret Garner, Donald O. Hebb, Fillmore H. Sanford, and Anne Anastasi. Members of the Central Office staff also attended one or more sessions as observers and for the presentation of reports.

I. REPORTS OF COUNCIL OF REPRESENTATIVES, BOARD OF DIRECTORS, AND APA OFFICERS ON ACTIONS TAKEN BETWEEN SEPTEMBER 1954 AND MAY 1955

A. Interim Actions of the Council of Representatives

1. Preparation by the acting Recording Secretary (Nicholas Hobbs) of a summary of Council discussion on legislation which took place in September, 1954, and distribution of the summary to members

of Council and to officers of state psychological associations.

2. Election of Edwin G. Boring as Editor of *Contemporary Psychology: A Journal of Reviews*.

B. Interim Actions of the Board of Directors

1. Approval of the administration by APA of a USPHS grant to finance a conference for Planning Research on the Psychological Aspects of Ageing. The conference has been held. (See Item VII-4.)

2. Election of 1,361 new associates. The names were published in the January 1955 *American Psychologist*.

3. Approval of an invitation to name an APA representative to the United States National Commission for Unesco, and approval of the appointment by President Kelly of Donald G. Marquis as that representative. (See September Council Minutes, Item III-C-14.)

4. Approval of the establishment of an expense budget for the APA President. (See Item IX-10.)

5. Approval of the affiliation with APA of the Southwestern Psychological Association.

6. Approval of the designation by the President of official APA representatives to the 2nd Inter-American Congress of Psychology in Mexico City and request of grant of \$2,000 from National Science Foundation to defray expenses of the attendance of representatives. The delegates named were: Willard Olson, Gustav Gilbert, Werner Wolff, Theodore Newcomb, Fillmore H. Sanford, Robert Malmo, Boyd McCandless, A. H. Maslow, Abel Ossorio, David Ryan, and Frances Mullen. (See Item VII-12.)

7. Approval of the appointment by the President of Lyle Lanier to serve on the Scientific Development Board as a replacement for a person who had declined to serve.

8. Approval of a request to the USPHS for \$19,000 to support the work of the E & T Board during 1955-56.

9. Approval to request funds for a Conference on Psychology in Medical Education, under E & T Board sponsorship. (See Item V-7.)

10. Approval for the hiring of additional help in the Central Editorial Office. (See Item IX-1.)

11. Appointment of the following as APA Representatives to the Interdisciplinary Conference on Vocational Rehabilitation: Edward S. Bordin, John G. Darley, Frank M. Fletcher, John W. Gustad,

and Albert S. Thompson. The conference has been held. (See Item VII-3.)

12. Selection of May 12-15, 1955, as dates for the Spring Board meeting.

13. Approval of endorsement by APA of the publication "Technical Recommendations for Achievement Tests," under a reciprocal agreement with the American Educational Research Association.

14. Approval of the submission to Council, with Board endorsement, of the name of Edwin G. Boring as a slate of one for election as Editor of the book review journal.

15. Discussion of a request to the National Science Foundation for funds to support the sending of APA representatives to the International Congress of Psychotechnology. No action was taken. (See Item VII-12.)

16. Approval of a proposal to study the application of machine methods to APA operations, with some or all financial support to be requested from the National Science Foundation. The NSF approved it, and plans were made to implement the proposal.

17. Approval for requesting a supplemental grant of \$7,500 from the National Science Foundation for continuing activities in the compilation of a national register of psychologists. The request was granted.

18. Approval of the retention by certain divisions of 1954 funds for specified purposes.

19. Preliminary consideration of the possibility of joint APA-NRC efforts to produce educational TV programs on psychology, and approval of such efforts in principle. (See also Item II-A-3-a.)

C. Interim Actions of the President

1. In accordance with Council instructions, appointment of the following APA Committee on Relations with the American Speech and Hearing Association: Joseph Wepman (Ch), Ira Hirsh, Reuben S. Horlick, and C. V. Hudgins.

2. In accordance with Council instructions, appointment of the following APA Committee on Legislation: Stuart W. Cook (Ch), Robert G. Bernreuter, Stanford C. Ericksen, James G. Miller, and Donald E. Super.

3. In accordance with Council instructions, appointment of the following as APA members of a Joint Committee on Social Science in Public Health (with the American Public Health Association): Andie L. Knutson (Ch), Gordon W. Allport, and Alvin F. Zander.

4. In accordance with Board instructions, appointment of Donald G. Marquis as APA representative to the United States Commission for Unesco. (See September Council Minutes, Item III-C-14.)

5. In accordance with Board instructions, appointment of Lyle Lanier as a member of the Scientific Development Board.

6. Appointment of APA representatives to various ceremonies and functions, a list of these representatives to be published in the APA Proceedings.

D. Report of the Treasurer

The Treasurer reported informally on the current financial condition of the APA, in connection with the discussion of the report of the Finance Committee. (See Item II-A-1.)

II. REPORTS OF COMMITTEES, SPECIAL BOARDS, AND REPRESENTATIVES TO OTHER ORGANIZATIONS

A. Standing Committees

1. Finance Committee

a. It was voted to recommend that the report of the Finance Committee be received with thanks.

b. It was voted to recommend no increase in dues at this time, in view of the alternative plans for meeting deficits, proposed in connection with journal subscriptions. (See Items IV-11 to IV-13.)

c. It was the sense of the Board that a continuing systematic program should be planned which would give the membership a realistic picture of APA finances.

2. Committee on Scientific and Professional Ethics and Conduct

a. It was voted to recommend that the report of the Committee on Scientific and Professional Ethics and Conduct be received with thanks.

b. It was voted to recommend that Article XI, sec. 5, of the APA Bylaws be amended to provide that whenever a member is dropped from membership for unethical conduct, this fact be made public in appropriate fashion. (See September Council Minutes, Item VII-B-1.)

c. In the interpretation of the above action, it was the sense of the Board that the nature of publication in individual cases be left to the discretion of the Board. (See September Council Minutes, Item VII-B-1.)

d. It was voted that Article XI, sec. 5, of the APA Bylaws be amended to empower the Committee on Scientific and Professional Ethics and Conduct to inform complainants against a member of the findings and actions of the Committee, regardless of the nature of the Committee decision. At the discretion of the Committee, the same information may be provided to endorsers of his membership. (See September Council Minutes, Item VII-B-1.)

e. It was voted to instruct the Committee on Scientific and Professional Ethics and Conduct to make specific recommendations for the implementation of the Bylaws amendments contained in items b and d above, if such amendments are passed by the Association. (See September Council Minutes, Item VII-B-1.)

f. It was voted to refer to the Committee on the Organization and Functioning of State Associations of CSPA the recommendation regarding the listing of psychologists in classified telephone directories, submitted by the Committee on Scientific and Professional Ethics and Conduct.

g. It was the sense of the Board that, in presenting to Council cases recommended for expulsion, the principle or principles in *Ethical Standards of Psychologists* violated in each instance be cited.

h. It was voted that, since a number of complaints have been received by the Committee on Scientific and Professional Ethics and Conduct regarding the use of invalid techniques or techniques of unknown validity in conjunction with highly exaggerated claims, the Division of Industrial and Business Psychology be requested to formulate principles for facilitating the differentiation between the professional activities of reputable industrial psychologists and the practices of charlatans in this area.

i. It was voted to recommend to Council that four APA members be expelled because of unethical conduct. (See September Council Minutes, Item VII-C.)

j. The Board received from the Committee on Scientific and Professional Ethics and Conduct a report of serious accusations made against a member shortly before the Board meeting. It was voted that the Board act by mail on this case after the Committee has had an opportunity to communicate with the member in question. (See September Council Minutes, Item VII-C.)

k. The Board received a complaint about misleading statements, sensational advertising, and similar characteristics of a current book purporting to deal with a common psychological and educational problem. The Board voted to instruct the Secretary of the Committee on Scientific and Professional Ethics and Conduct to write to the publisher, calling attention to the complaint received about the book, and pointing out that its author is no longer a member of the APA, but that if he were still a member and if the charges should prove to be substantiated, the APA would take a very serious view of the matter.

3. *Committee on Public Relations.* The activities and recommendations of this committee were discussed informally.

a. It was voted that the Board express its continued interest in a joint APA-NRC project to produce a series of educational TV programs in psychology, and that the Board express its willingness to consider a request for funds to facilitate the advancement of a concrete project in this area. (See September Council Minutes, Item III-A-7-b.)

b. The Board received a communication from the Joint Council of New York State Psychologists on Legislation regarding the preparation of a booklet on careers in psychology in the Public Affairs Pamphlets series. It was moved to instruct the Executive Secretary to obtain further information on this matter and to poll the Board by mail if it should be necessary to take action before the September meeting. (See September Council Minutes, Item III-A-7-d.)

B. Special Committees

1. *Committee on Precautions in Animal Experimentation.* The Board voted to recommend that the committee report be received with thanks.

2. *Committee on the Relation of Psychology to Psychiatry.* The Board was informed of the activities of the committee through a series of interim memos. In addition, the Chairman of the committee (John G. Darley) reported informally during the Board meeting.

a. In view of the fact that both the Committee on Relations with Psychiatry and the Committee on Legislation, after consultation with many members of the Association, recommend that APA adopt a policy, at least for the time being, in favor of a form of legislation known as mandatory certification; and in view of the fact that the Board firmly endorses

the proposals from the Committee on the Relation of Psychology to Psychiatry and the American Psychiatric Association's Committee on Relations with Psychology, for collaborative research and for increased interprofessional communication, the Board voted that the following resolution be presented for adoption by the APA Council of Representatives at its meeting in September 1955:

It is the best judgment of the Council of Representatives of the American Psychological Association (a) that a form of legislation known as mandatory certification, legislation not containing a definition of the practice of psychology, is at present the preferable form of legislation for psychologists; (b) that each such bill should include a disclaimer clause stating that no right to practice medicine is conferred; (c) that individual State Associations should be encouraged to seek such legislation as described in *a* and *b* when they feel that some form of legislation is needed in the public interest; (d) that any State Association feeling it necessary to seek legislation not in agreement with *a* and *b* above do so only in consultation with state medical and psychiatric groups; (e) that the committee on the Relation of Psychology to Psychiatry be given encouragement and facilitation in plans for collaboration, in research and communicative activities, with the American Psychiatric Association's Committee on Relations with Psychology; and (f) that any change in the policies set down above be brought about only after consultation with or notification of the American Psychiatric Association. (See September Council Minutes, Item III-B-2-b.)

b. The Board voted to increase the committee budget by \$500 in order to cover the cost of committee activities until September 1, 1955.

3. *Committee on Ethical Standards of Psychologists.* It was voted to recommend that *Ethical Standards of Psychologists*, which was tentatively adopted by the Association in 1952, be continued on an indeterminate basis, and that a new task committee be created to work out the details of further revision and approval by the membership. (See September Council Minutes, Item VII-A.)

4. *Committee on Academic Freedom and Conditions of Employment.* (See September Council Minutes, Item III-B-5.)

a. It was voted to recommend that the committee report be received with thanks and that an excerpt from the report be published in the *American Psychologist*.

b. The Board received a communication from SPSSI recommending:

(1) that APA write to the Office of the President of the United States and other agencies concerned, calling on them to take an official stand that possession of professional books is an inappropriate

basis for bringing charges against a member of that profession, irrespective of the author or his security status; and

(2) that APA establish an Academic Freedom Fund to be administered by its Committee on Academic Freedom and Conditions of Employment in the interest of all APA members.

It was the sense of the Board that the first recommendation be referred to the Executive Secretary for appropriate action, and that no formal action be taken on the second recommendation at this time, since the matter had already been referred to the Committee on Academic Freedom and Conditions of Employment. The Board expressed its willingness to consider, in the meanwhile, individual cases in which financial support might be necessary to insure adequate hearings.

c. It was voted to refer to the Committee on Academic Freedom and Conditions of Employment a letter from a member reporting a loyalty clause in a proffered university contract, with the request that this committee formulate a policy which the Board may follow in handling such cases.

5. *Committee on Psychological Tests.* The Board voted to recommend that the committee report be received with thanks. (See September Council Minutes, Item III-B-6.)

6. *Committee on Questionnaires.* The Board voted to recommend that the Committee on Questionnaires be instructed to prepare a report for possible publication in the *American Psychologist* to be submitted prior to the Spring 1956 meeting of the Board of Directors, concerning (1) general aspects of questionnaire design, (2) suggested rules of propriety regarding the mailing of questionnaires to APA members, and (3) suggested procedures for APA "screening" of questionnaires designed for mailing to psychologists. (See September Council Minutes, Item III-B-8.)

7. *House Committee*

a. It was voted to receive the report of the House Committee with thanks.

b. The Board voted that decisions on the use of the APA building for meetings by other organizations should be made in the light of the scientific, professional, and public service objectives, functions, and interests of the APA, by the Executive Secretary, with the advice and approval of the House Committee. Adequate safeguards should be taken against increased operating expenses, property damage, and situations that may

be prejudicial or harmful to American psychology. Reports should be made to the Board of Directors on all such requests, on actions taken, and on outcomes. Any doubtful cases should be referred to the Board of Directors for final action.

8. *Committee on the Utilization of Manpower.* It was voted to recommend that the committee report be received with thanks, and that the committee be continued in a stand-by capacity in order to perform such incidental duties as those that have come to it during the past year.

9. *Committee on Professional Liability Insurance.* It was voted to recommend that the committee report be received with thanks, and that the committee be continued in a stand-by capacity with the same membership. (See September Council Minutes, Item III-B-11.)

10. *Committee on Participation in Association Affairs.* It was voted to recommend that the committee report be received with thanks, that the committee be continued, and that a system of rotating membership be instituted.

11. *Committee on Walter V. Bingham Lecture.* The Board voted to recommend that the committee report be received with thanks. (See September Council Minutes, Item III-B-14.)

12. *Joint Steering Committee for Conferences on Evolution of Behavior.* It was voted to recommend that the committee report be received with thanks, and that the committee be reappointed for a year and empowered to seek funds for a second Conference. (See September Council Minutes, Item III-B-15.)

13. *Committee on Health and Accident Insurance.* It was voted to recommend that the committee report be received with thanks, and that the Committee be urged to obtain and submit information on at least one additional competitive bid, in view of the fact that this insurance would represent a long-range commitment for many APA members. (See September Council Minutes, Item III-B-16.)

14. *Committee on the Relationships between Psychology and Education.* It was voted to recommend that the committee report be received with thanks. (See September Council Minutes, Item III-B-17.)

15. *Committee on Freedom of Inquiry.* The Board voted to recommend that the committee report be received with thanks and ordered printed in the *American Psychologist*.

16. *Committee on Life Membership*

a. It was voted to recommend that the committee report, which was published in the April, 1955, *American Psychologist*, be received with thanks.

b. It was voted to recommend that the committee be discharged with an expression of thanks for its activities.

c. It was voted to recommend that an Association-wide Committee on Retired Psychologists be formed, and that its membership be elected from psychologists who have retired.

d. It was voted that the Board concur with the Policy and Planning Board in the recommendation that Article XIX, New Section 7 of the APA By-laws be amended to state that any member who has reached the age of sixty-five years or older and has been a member of the Association for at least twenty years shall be exempt from further payment of dues upon request to the Central Office, informing it of his or her eligibility.

17. *Committee on Relations with the American Speech and Hearing Association.* The Board was informed of a request for help in establishing better job and qualification descriptions for speech pathologists in Civil Service. No action was taken, in view of the adequacy of existing mechanisms for meeting this request.

18. *Joint Committee on Social Science in Public Health.* The Executive Secretary reported informally on the activities of this Committee. (See September Council Minutes, Item III-B-20.)

19. *Committee on Legislation.* It was voted that the preliminary draft of the committee report be received with thanks; that the Board approve the committee's plan to solicit suggestions for the revision of the report; and that it authorize the transmission of the revised report to Council at the September meeting. (See September Council Minutes, Item III-B-21.)

C. *American Psychological Association Representatives to Other Organizations*

1. *National Research Council.* It was voted to recommend that the report of the Chairman of the Division of Anthropology and Psychology of the National Research Council be received with thanks.

2. *Social Science Research Council.* It was voted to recommend that the report of the APA representatives to the Social Science Research Council be received with thanks.

3. *Inter-Society Color Council.* It was voted to recommend that the report of the APA delegation to the Inter-Society Color Council be received with thanks.

4. *World Federation for Mental Health.* It was voted to recommend that the report of the APA representative to the World Federation of Mental Health be received with thanks.

5. *Committee on Mathematical Training of Social Scientists*

a. It was voted that the Board recommend that the committee report be received with thanks; that it concur with the committee's own recommendation that it be discharged; and that it express its special appreciation of the accomplishments of this committee.

b. The Board voted to refer the report of the Committee on Mathematical Training of Social Scientists to the E & T Board for information.

6. *War Claims Commission's Special Advisory Committee.* It was voted to recommend that the report of the APA representative be received with thanks.

7. *Scientific Manpower Commission.* The Board voted that \$500 be contributed to support the work of the Scientific Manpower Commission for 1955.

8. *International Union of Scientific Psychology.* It was voted to recommend that the report of the APA representatives to the International Union of Scientific Psychology be received with thanks.

9. *American Board for Psychological Services.* President Kelly reported informally on his communications with the Chairman of ABPS. It was voted that the American Board for Psychological Services be invited to a joint meeting with the Board of Directors, to be held prior to the September meeting of Council.

10. *Advisory Committee on the Development and Status of Research and Education in Psychology.* (A committee of the Policy and Planning Board.) The Board voted to recommend that the report of the committee Chairman be received with thanks.

III. POLICY AND PLANNING BOARD

1. It was voted to recommend that the report of the Policy and Planning Board be received with thanks.

2. It was voted to instruct the Central Office to poll the APA membership regarding first choices of divisional membership (all present and proposed divisions being listed), and regarding a policy of limiting each voting member to one vote for Council Representative, irrespective of the number of divisional memberships held; and to collect and analyze data on interest areas of the membership by whatever specific means appear most appropriate.

3. It was voted that the Board concur with the Policy and Planning Board in the recommendation that sponsors for Fellows in a division be members of that division.

4. The Board discussed at length the other proposed Bylaws amendments regarding membership and voted that the two representatives of the Policy and Planning Board who were present at the meeting of the Board of Directors convey the sense of the discussion to the Policy and Planning Board.

5. It was voted that the Board concur with the sense of the proposed amendment of the APA Bylaws permitting the seating of alternates whenever a Representative to Council is unable to attend a Council meeting.

6. The Board informally expressed itself in favor of the proposed establishment of a new committee to continue the study of problems relating to APA and CSPA relationships.

7. It was voted that the Board concur with the recommendation that the E & T Board consider organizing a cooperative study designed to improve procedures for selecting graduate students, and strongly recommend its implementation.

8. It was voted that the Board concur with the recommendation that only committees which are essential to the continuing operation of the APA be specified in the APA Bylaws, and that therefore the Committee on Student Activities and the Committee on Public Relations be eliminated from the Bylaws.

9. The Board voted to express the opinion that, in general, those Boards which have been found to play an integral part in the functioning of the APA should be considered for specification in the APA Bylaws.

10. It was voted to recommend that, in the event of incapacity on the part of the President, his duties shall be assigned to the President-elect or to the Past President at the discretion of the Board

of Directors; that if neither the President-elect nor the Past President is able to assume such duties, an executive officer be named by the Board of Directors; and that the sense of these proposals be formulated in terms of a Bylaws change.

11. In reference to the proposed insertion in the Bylaws of the following statement, "Each member of the Board shall be elected as a representative of psychology as a whole and not as a representative of any particular group," the Board voted that, while concurring with the sentiment expressed, it doubts the wisdom of putting such a statement in the APA Bylaws. (See also Item II-B-16-d.)

IV. PUBLICATIONS

1. It was reported that the Council of Editors elected Arthur W. Melton as Chairman for 1955.

2. The Board voted to recommend that the name of the new book review journal be *Contemporary Psychology: A Journal of Reviews*; that it appear twelve times a year at monthly intervals; that it begin publication in January, 1956; that it not be distributed automatically to all APA members, but that subscriptions be on a voluntary basis; that the subscription price to nonmembers be \$8.00 per year; that the page allotment for 1956 be 384 pages, including covers and advertisements; that the journal contain reviews of films, but not reviews of tests; and that a 1955 budget up to \$1,500 for editorial expenses be approved.

3. It was voted to recommend that, in order to reduce the costs of publishing the annual convention program, abstracts printed in the *American Psychologist* be no longer than 100 words. (This action is not construed as suggesting a limitation on the size of the abstracts or papers submitted to the program committee.) (See September Council Minutes, Item VI-B.)

4. It was voted to recommend that page allotments for 1956 remain unchanged for all APA journals, except as indicated below:

Journal of Comparative and Physiological Psychology: 528 pages (an increase of 96 pages).

Psychological Monographs: 480 pages, representing a decrease of 120 pages in allotment, but an increase of 120 pages over the number of pages used in 1954.

A decrease in each of the following journals by the number of pages indicated, because of the trans-

fer of book reviews to the new journal: *Psychological Bulletin* (60), *Journal of Abnormal and Social Psychology* (32), *Journal of Applied Psychology* (32). (See September Council Minutes, Item VI-C.)

5. In view of the fact that the editorial load of the editors of the *Journal of Abnormal and Social Psychology* and the *Journal of Experimental Psychology* is very heavy and that these journals are publishing two volumes a year, it was voted to recommend that the editor of each of these journals be permitted to appoint two associate editors, and that during 1956 these associate editors each receive a stipend of \$500. It was also the sense of the Board that the associate editors receive reimbursement for expenses incurred in their editorial work. (See September Council Minutes, Item VI-D.)

6. It was voted not to accept the recommendation that several *Psychological Monographs* be bound together.

7. It was voted to recommend that, beginning in 1956, authors not be charged for publication of *Psychological Monographs*, and that each author be given five gratis copies of his monograph. (See September Council Minutes, Item VI-E.)

8. It was voted to recommend that the Committee on International Aspects of Publication in Psychology be empowered to seek support for the project under which APA would provide a limited number of free subscriptions to APA journals for a limited number of years to foreign institutions and agencies, the support to cover APA's expenses of printing, handling, and mailing the subscriptions. This action was recommended with the proviso that certain safeguards be worked out in consultation with the Central Office.

9. It was voted to authorize the Central Office to hire a person for the summer of 1955 to explore possibilities of promotion of sales of APA journal subscriptions and back issues, using the report of the Committee on Journal Circulation as a basis, and to proceed, insofar as possible, to undertake active promotion of the journals.

10. It was voted to recommend that the *Psychological Bulletin* no longer be distributed gratis to members. (See September Council Minutes, Items II-A-11 and IX-A.)

11. It was voted to recommend that 1956 subscription prices for APA journals be as follows:

JOURNAL	SUBSCRIPTION PRICE	
	Members (including Student Journal Group and Foreign Affiliates)	Nonmembers
<i>American Psychologist</i>	*	\$ 8.00
<i>Contemporary Psychology</i>	\$4.00	8.00
<i>Journal of Applied Psychology</i> ...	4.00	8.00
<i>Journal of Abnormal and Social Psychology</i>	8.00	16.00
<i>Journal of Comparative and Physiological Psychology</i>	4.00	8.00
<i>Journal of Consulting Psychology</i>	4.00	8.00
<i>Journal of Experimental Psychology</i>	8.00	16.00
<i>Psychological Abstracts</i>	*	16.00
<i>Psychological Bulletin</i>	4.00	8.00
<i>Psychological Monographs</i>	4.00	8.00
<i>Psychological Review</i>	4.00	8.00

* Included in dues

In accordance with the proposed price scale, the "married couple allowance" toward subscription to other than the automatic journals shall be \$12.00. (See September Council Minutes, Items II-A-10 and IX-A.)

12. It was voted to recommend that, in lieu of existing club subscription plans for members, in the future members be allowed a \$4 discount on any combination of journal subscriptions amounting to \$32.00 or more at member prices, exclusive of the two automatic journals. (See September Council Minutes, Items II-A-12 and IX-A.)

13. It was the sense of the Board that the matter of club subscriptions or discounts to nonmember subscribers be left to the Central Office for decision.

14. It was voted to recommend that no non-APA journals be listed on the dues bills or included in APA discount systems. The basis of this recommendation lay in the fact that the APA cannot give preferential treatment to any one, or any few, journals, especially in view of the numerous requests from non-APA journals to be listed on the dues bills or to obtain other APA assistance. (See September Council Minutes, Item II-A-8.)

15. It was voted to recommend that a list of non-APA journals which are abstracted in the *Psychological Abstracts* and which request such listing be enclosed with the dues bills, together with information regarding the subscription rates to APA members and the address to which subscriptions for each journal are to be sent; and that the publishers be charged for the clerical and printing costs of

preparing and sending out the list. (See September Council Minutes, Item II-A-9.)

16. It was voted to submit to Council by mail ballot the recommendations contained in items 10-15 above.

17. It was voted to request the Publications Board to study the problem of APA publication of nonjournal reports of APA-sponsored activities and to recommend appropriate policy. (See September Council Minutes, Item VI-K.)

18. It was voted to recommend establishing the policy that APA not publish documents resulting from projects which have not been sponsored by the APA.

19. The Board voted to recommend that a report on the *American Psychologist* be received with thanks.

20. It was voted to request the advisory editors of the *American Psychologist* to look into selection criteria for items which are printed in the "Notes and News" section of the journal.

21. A report on *Contemporary Psychology: A Journal of Reviews* was received with thanks.

22. It was voted to recommend that the report of the Board of Advisory Editors to the *Journal of Educational Psychology* be received with thanks.

23. It was voted that no *Directory* be published in 1956.

24. It was voted to instruct the Central Office to conduct, prior to the September meeting of Council, a poll of a sample of the membership regarding the type of information members want in the *Directory*. (See September Council Minutes, Items IX-B and IX-C.)

25. It was voted to place the *Directory* problem on the Agenda of the September Council meeting for special discussion, and to instruct the Central Office to provide cost estimates as well as the results of the sampling poll of the membership. (See September Council Minutes, Items IX-B and IX-C.)

V. EDUCATION AND TRAINING BOARD

1. It was voted to recommend that the report of the Education and Training Board be received with thanks.

2. The Board voted that the report of the Committee on Subdoctoral Education of the E & T Board be published in the *American Psychologist*.

3. It was voted to approve and order published in the *American Psychologist* the list of Doctoral

Training Programs in Clinical and Counseling Psychology recommended by the E & T Board.

4. It was voted that the proposal by the Committee on Evaluation to visit and evaluate practicum agencies offering internships for doctoral training in clinical psychology and in counseling psychology be approved, and implemented by:

a. approving the enlargement of the Committee on Evaluation by the election for one year of one additional member who has had extensive experience in a practicum agency, and by the appointment of *ad hoc* visitors with relevant experience; and

b. increasing the budget for the Committee on Evaluation by approximately \$5,000 as shown later in the proposed budget.

5. It was voted that the Executive Secretary instruct the APA Committee on Relations with the Social Work Profession to explore the relations between psychologists and social workers engaged in rehabilitation work.

6. The E & T Board recommendation that the Board of Directors appoint an *ad hoc* committee on relations of psychologists with pediatricians was tabled until the September meeting of the Board. (See September Council Minutes, Item III-B-7-b.)

7. It was voted to refer back to E & T Board the matter of a Conference on Psychology in Medical Education, with a request that the E & T Board reconsider the nature of this conference and, if after so doing the E & T Board wishes to submit another request for a different type of conference, it do so.

8. It was voted to refer back to the E & T Board for a more specific proposal the E & T recommendation that APA request a grant from the National Institute of Mental Health to provide for an *ad hoc* committee to work on the problems of overlapping in training for clinical psychology, school psychology, and counseling psychology.

9. It was voted to refer back to the E & T Board for a more specific proposal the E & T recommendation that APA recommend to the U. S. Public Health Service that a survey be made of the teaching of psychology in hospital training programs.

10. In reference to the E & T recommendation that the statements of standards for the training of clinical psychologists, the training of counseling psychologists, and practicum training be published as a separate pamphlet, it was the sense of the Board that as an alternative procedure persons requesting such information be referred to the appropriate issue of the *American Psychologist* and

be given particulars regarding the purchase of the issue.

11. It was voted to authorize the Executive Secretary to make application to the U. S. Public Health Service for funds to hold an Institute on Training in Clinical Psychology and Related Areas and to instruct the E & T Board to assume responsibility for setting up the Institute.

12. The following budget for the Education and Training Board for 1955-56 was approved subject to receipt of funds from the U. S. Public Health Service:

COMMITTEE	AMOUNT
Education and Training Board	\$13,700
Undergraduate Education	800
Subdoctoral Education	1,200
Doctoral Education	400
Postdoctoral Education	300
Evaluation	9,500
Teaching Psychology in High School	500
Psychology in Other Professions	800
Task Committee on Psychology in Rehabilitation ..	800
	<hr/>
	\$28,000

VI. SCIENTIFIC DEVELOPMENT BOARD

1. It was voted that the report of the Scientific Development Board be received with thanks and with the following expression of commendation: the Board of Directors is pleased with the progress that has been made and encourages the Scientific Development Board to continue its program with assurance of the fullest support of the Board of Directors.

2. It was voted that, in view of the anticipated publication of the first annual report of the Scientific Development Board following the September, 1955, Council meeting, the sense of the Board discussion be transmitted to the Chairman of the SDB and that the decision regarding publication of the present report be made by the Chairman of the SDB.

3. It was voted that an additional budget of \$1,750 be authorized for the operation of the Scientific Development Board during the remainder of the current year 1954-55.

4. It was voted to refer to the Scientific Development Board the matter of an APA Award for Distinguished Scientific Contribution to Psychology. (See September Council Minutes, Item VIII-K.)

5. The Board also discussed policy questions raised by the SDB with respect to the employment

of psychologists on special APA projects and with respect to certain advisory responsibilities of SDB, but no formal action was taken at this time. With reference to the latter question, it was the sense of the Board that close liaison be maintained between SDB and the Board of Directors, but that channels of communication between individuals or groups and either Board remain flexible.

VII. SPECIAL REPORTS AND PROPOSALS CONCERNING APA RELATIONS WITH OTHER PROFESSIONS AND ORGANIZATIONS AND WITH GOV- ERNMENT AGENCIES

1. *Joint Commission on Mental Illness and Health.* In response to an invitation, the Board appointed Nicholas Hobbs as representative of the American Psychological Association to the Joint Commission on Mental Illness and Health. The Board believes that the Commission has an opportunity to make an important contribution to knowledge and is pleased to have the American Psychological Association participate in its activities. The Board instructed its representative to give every assistance in defining a research approach to the problems of the Commission, and, if desired by the Commission, to request other psychologists to advise on problems of research design. At present it is not clear whether the plans of the Commission will develop in such a way that a representative of the American Psychological Association can be of material assistance in carrying them out. For this reason, the Board has instructed its representative to report back when more detailed plans for the work of the Commission have been evolved in order that the Board may determine whether the American Psychological Association should continue its affiliation with the Commission. The Board discussed the relationship between the Committee on the Relation of Psychology to Psychiatry and the Joint Commission on Mental Health, and instructed its representative to the Joint Commission to bear in mind the common interest of the two groups and when appropriate to call on the Committee on the Relation of Psychology to Psychiatry for assistance. (See September Council Minutes, Item III-C-16.)

2. *American Psychiatric Association.* The Board voted that permission be granted to Fillmore H. Sanford to serve as a consultant to the American Psychiatric Association in connection with its programs of state surveys on mental health needs and resources.

3. *Office of Vocational Rehabilitation: Conference on the Training of Rehabilitation Counselors*

a. It was voted to recommend that the report of the APA representatives to the OVR-sponsored Conference on the Training of Rehabilitation Counselors be received with thanks.

b. The Board voted to request Division 17 to continue its study of the role of psychology in rehabilitation, particularly with respect to the psychological knowledge and skills desirable for counseling in the field of rehabilitation.

4. *APA-USPHS Conference on the Psychological Aspects of Ageing*. A report on the Conference, which was held on April 24-26, 1955, was received with thanks. The Board also received a memorandum regarding publication plans for the Conference Proceedings (for relevant Board action, see Item IV-19; see also September Council Minutes, Item VI-K.)

5. *APA Position on Legislation to Provide Additional Pay for Commissioned Scientists (HR 2442)*. It was voted that the Board express its interest in the broader issue of personnel policy with regard to scientists in government and go on record as favoring a joint attack of the problem by scientists in all fields; that the Board does not feel that the proposed HR 2442 would solve the problem; and that the Executive Secretary be authorized, if requested, to testify along these lines on HR 2442.

6. *Relations with the Clergy*. The Board discussed with interest matters pertaining to further relations between APA and the clergy, as suggested in a letter from Dr. Otis Rice, Director of the Department of Pastoral Services of the Federal Council of Churches of America, and in earlier communications from Dr. Henry Kagan, Chairman of the Committee on Psychiatry and Religion of the Central Conference of American Rabbis (who is also an APA member). No formal action was taken, but the Executive Secretary was instructed to handle specific requests along the lines indicated in the Board discussion.

7. *Interdisciplinary Study of Behavioral Theory*. The Board considered a proposal, submitted by the Chairman of the Division 17 Committee on Behavioral Theory Program, with the official collaboration of Division 12, that a national APA committee be appointed to sponsor and develop a program of group conferences on behavior theory. It was voted that, in view of the evident lack of support for this project from the representatives of several

divisions, and the adverse criticism of some of them, the Board did not feel justified in creating an APA-wide committee at this time.

8. *Council for the Advancement of Negroes in Science*. The Board considered a communication from the President of the Council for the Advancement of Negroes in Science, regarding the plans of the AAAS to hold its 1955 convention in Atlanta, Georgia. The Board voted to instruct the Executive Secretary to write to the President of the AAAS and to the Chairman of Section I of the AAAS, calling attention to the established APA policy not to hold meetings in cities in which segregated treatment is given to delegates.

9. *National Committee for an Adequate Overseas U. S. Information Program*. It was voted that the Board express its willingness to have APA sponsor jointly with the National Committee for an Adequate U. S. Overseas Information Program a conference on psychological factors in the approach of the U. S. to other countries, and instruct the Executive Secretary to seek funds to support such a conference; and that it further instruct the Executive Secretary to prepare a list of psychologists who might be interested in participating in such a conference, and that it authorize the President to appoint APA representatives to the conference.

10. *Desirability of an APA Legislative Observer*. Upon a request from SPSSI, the Board considered the matter of an APA legislative observer in Washington, to keep APA informed of pertinent legislation, but took no formal action. It was the sense of the Board that the Executive Secretary should invite APA members living in the Washington area to assist him in this activity on an informal basis.

11. *Policy on Appointment of Delegates to Attend Events with Assistance from Federal Funds*. Discussion of this policy question was tabled until the September meeting of the Board.

VII. DIVISIONS

1. The Board approved the allotment of numbers of divisional representatives to the APA Council for 1955-56, based upon present divisional membership as reported by the Executive Secretary. The numbers of representatives remain the same as in 1954-55 for all divisions except the following, each of which has an increase of one representative: Personality and Social, Industrial and Business, and Clinical.

2. The Board voted that divisional officers be advised that any division may be permitted, upon request, to accumulate unexpended divisional funds up to an amount equal to the annual dues of three times the number of members in that division.

IX. CENTRAL OFFICE AND OTHER ADMINISTRATIVE MATTERS

1. The Executive Secretary reported upon recent personnel changes in the Central Office. These included: (a) the appointment of Carolyn Grandstaff as *Directory* Editor, and (b) the appointment of Helen Orr and Genevieve Highland (the latter as of June 1) as Editorial Assistants.

2. The Board received with thanks a brief report on Placement Activities, prepared by Carl Rush.

3. It was voted to instruct the Central Office to prepare and print in each issue of the *Employment Bulletin* a statement to the effect that, although the APA would not knowingly carry the announcement of any undesirable position, the Association cannot assume responsibility for certifying the nature of employment opportunities listed in the *Employment Bulletin* or of certifying applicants for such positions.

4. Consideration of the question of distributing the APA Handbook to new Associates was tabled until the September meeting of the Board. (See September Council Minutes, Item XII-E.)

5. The Board voted to make the following reinterpretation of its September, 1954, action regarding the proposed retirement plan for Central Office employees: "The Board reports the adoption of a proposed retirement plan for Central Office employees, provided the plan be modified to incorporate a provision whereby participation is compulsory for all eligible APA employees who have worked for the Association more than five years."

6. The Board heard a brief report on the study of the record-keeping operations of the Central Office, sponsored jointly by APA and NSF.

7. The Board considered the suggestion that a better return on nomination and election ballots might be obtained if the return envelope were stamped. It was the sense of the Board that this is an administrative matter to be decided by the Central Office.

8. The Board discussed the nature, functions, and general operation of the Central Office, and considered various ways of approaching Central Office problems. It was the sense of the Board that a dis-

cussion of Central Office problems be put on the Agenda of the September meeting of Council.

9. It was voted that the Board authorize a loan, not to exceed \$1,000, to the Washington State Psychological Association, at the discretion of the Executive Secretary.

10. It was reported that the amount allocated to the President's budget (\$300) appears to be adequate for the present, since current expenses of the Office of the President are within this limit.

11. The Board expressed itself as favoring the continuation of the practice of designating a Board liaison member for each committee, a practice initiated by President Kelly in order to facilitate the coverage of committee activities and recommendations by the Board.

12. The Executive Secretary and Carl Rush reported informally on plans for the San Francisco APA convention in 1955 and the Chicago convention in 1956. The question of meeting in Miami Beach in 1957 was discussed further, with special attention to the segregation problem. The Board received a sample contract of the type which Miami Beach hotels make with organizations regarding convention facilities.

Respectfully submitted,

ANNE ANASTASI
Recording Secretary

REPORT OF THE TREASURER FOR 1954

To the Council of Representatives:

For the fiscal year 1954 the Association had a total income of \$405,773.77. Expenses totaled \$435,159.07. Classified as expenses was an item of \$8,709.54 for depreciation and \$20,000.00 committed by Council action for the reserve fund. Including these two items as expenses, the Association showed a deficit for the year of \$29,385.30. A detailed statement of income and expense is shown in the accompanying table. Not included in the statement are funds, totaling \$99,941.63, received for special projects from the U. S. Public Health Service and the National Science Foundation.

Estimates of income and expenditure for 1955 indicate that an operating deficit, somewhat less than for 1955, will occur. For 1956 the budget shows a small net income as a result of Council action in increasing dues and changing the subscription prices of journals, but it is not possible at this time to foresee the precise effects of these changes.

The auditors reported the Association to have assets, at the end of 1954, totaling \$554,938.25. Total liabilities, excluding funds committed to special reserves, amounted to \$309,427.97. Net worth, calculated with reserve funds carried as liabilities, was \$139,308.98. The total amount contributed to the Building Fund by the end of 1954 was \$32,389.26, leaving that fund with a deficit of \$64,075.02.

Respectfully submitted,

CARROLL L. SHARTLE
Treasurer

1954 APA INCOME AND EXPENSE

Income

DUES	
Fellows	\$ 26,177.00
Associates	132,036.50
Foreign Affiliates	308.25
Students	7,096.00
Division dues	14,579.00
Prior year dues	3,037.50
Back order fee	1,231.50
Total dues	\$184,465.75

SUBSCRIPTIONS

Members and Students:

Abnormal and

Social	\$ 7,761.50
Applied	2,950.50
Comparative	1,389.00
Consulting	5,840.50
Experimental	3,597.50
Monographs	1,914.50
Review	5,916.50
Abstracts	249.00
Bulletin	1,461.00

AJP (not incl.

Club A)	1,333.00
Club A	25,105.50

Total members and students \$ 57,518.50

Nonmember:

American Psycho-

Abnormal and Social	11,171.71
Applied	10,556.30
Comparative	3,940.85
Consulting	7,510.37
Experimental	12,127.50
Monographs	3,207.68
Review	7,263.33
Abstracts	12,072.65
Bulletin	7,184.20

Total nonmember \$ 79,906.67

Total subscriptions \$137,425.17

OTHER PUBLICATION INCOME

Reprints	\$ 9,313.31
Prior publication	8,859.57
Sale of single and back issues ...	19,751.28
Monograph authors	2,745.86
Advertising	13,707.89
Sale of journal binders	2,379.75
Employment Bulletin	
Subscriptions	1,656.83
Inserts	560.00
Total other publication	\$ 58,974.49

MISCELLANEOUS INCOME

Associate application fees	\$ 2,620.90
Use of Addressograph	2,966.64
Credit on special assessments ...	427.00
Rent	8,865.00
Interest on investments	2,250.32
Annual meeting (net)	790.20
CSPA	1,447.70
Overhead reimbursement (NSF) .	4,695.76
Miscellaneous	844.84
Total miscellaneous income	\$ 24,908.36

TOTAL INCOME \$405,773.77

Expenses

PUBLICATIONS

Printing and mailing:

American Psycholo-

gist \$ 33,092.89

Abnormal and

Social	15,152.74
Applied	10,186.82
Comparative	8,465.32
Consulting	8,524.43
Experimental	19,060.83
Abstracts	35,136.61
Bulletin	17,158.04
Monographs	8,823.47
Review	8,342.89

Directory, prepara-

tion and reserve. 2,003.38

Handbook for new

members 4,209.67

Employment Bul-

letin 1,771.51

Total printing \$171,928.60

Purchase AJP Subscriptions 4,024.60

Dist. and Printing Ethical Stand-

ards 193.02

Reprints 9,164.29

Editors—Stipends 8,000.00

—Expenses 5,116.90

Abstracts—Salaries 8,659.24

—Abstractors and Trans. 179.76

—Supplies, Tel. and Post. 1,005.99

Total publication expenses \$208,272.40

GENERAL APA ACTIVITIES

Bad debts	\$ 2,068.17
Dues paid to Divisions	7,573.42
Recording Secretary	400.00
Election expense	2,322.50
Professional services	2,026.50
Insurance	1,567.80
Central office retirement, TIAA ..	1,764.29
Public relations	10,179.68
Travel	3,441.14
Memberships, contributions, books	461.54
Journal binders	5,139.68
Telephone and telegraph	1,958.04
Postage	4,392.87
General office expense	12,317.67
Social Security	2,278.78
Discount on dues and subscriptions	360.50
Miscellaneous expense	1,058.98
Total general activities	\$ 59,311.56

BOARDS AND COMMITTEES

Board of Directors	\$ 2,127.96
Council of Editors	960.21
Relations with Social Work	480.04
Publications Board	1,067.98
Relations with Psychiatry	1,995.55
Program Committee	437.89
Scientific and Prof. Ethics	20.99
Policy and Planning	826.14
CSPA	2,000.00
International Relations	25.57
Public Relations	194.30
Education and Training	7,103.66
Finance	96.30

Membership	37.84
Ethical Standards	3.90
ABEPP	1,370.86
Professional Liability Insurance ..	184.30
Health and Accident Insurance ..	59.10
Participation	510.05
International Congress	6,500.00
Mental Health	481.27
AAAS Delegate Travel	140.12
Employee Welfare	320.85
Central Office	92.72
Freedom of Enquiry	978.23
Relations with Education	558.07
Scientific Development Board ..	523.52
Program Policy	200.13
ABPS	1,027.30
Library	102.01
Building Fund Committee	1,022.53
Total boards and committees	\$ 31,449.39

BUILDING EXPENSES

Taxes	\$ 2,078.58
Utilities	2,567.15
Depreciation:	
Furniture and fixtures	3,132.87
Building	5,576.67
Janitor's salary	4,854.59
Supplies and miscellaneous	2,477.95
Total building expenses	\$ 20,687.81

SALARIES	\$ 95,437.91
RESERVE FUND	20,000.00

TOTAL EXPENSES \$435,159.07

DEFICIT \$ 29,385.30

JOINT REPORT OF THE APA AND CSPA COMMITTEES ON LEGISLATION¹

I. BACKGROUND OF THE COMMITTEE'S WORK

THE PRESENT Committee on Legislation was established as a result of an action of the Council of Representatives at its September, 1954, meeting. Following an extensive discussion of a report presented by the Committee on Legislation of the Conference of State Psychological Associations, the Council passed the following motion:

... that the Board of Directors appoint a committee of the Council to re-examine APA policy on legislation and social controls; that the CSPA Legislative Committee be asked to assist in this review, and that the Committee formulate a further statement which will be sent to Council for further action.

Two factors stood out in the discussion leading to the motion. First, members of the Council felt themselves too unfamiliar with legislative policies and problems to make an informed choice between conflicting suggestions regarding the levels of training and experience at which psychologists should be licensed or certified. Second, the Council felt that the disputed issue was closely related to the broader problem of developing adequate controls over the quality of professional activities and that the APA had badly neglected this broader problem in its concentration upon legislation.

Taken together, all of these considerations pointed the Committee's way to a study of the influences which psychology might bring to bear upon professional practice. Within this context, the disputed issue in state legislation of levels of training and experience was to be examined.

The Committee devoted its first two-day meeting to a discussion of levels of training and experience. However, at this juncture, it was presented with a new task. The Committee on Relations with Psychiatry had, as a result of its discussions with the parallel committee of the American Psychiatric Association, been led to recommend that psychologists adopt mandatory certification (*nonrestrictive legislation by title only* as described in the present re-

port) as the preferred form of state legislation. Previous committees on *legislation*, however, had made no recommendation on a preferred form. The Association is on record against restrictive legislation as an appropriate form, and this has implied to some that the lack of official action on the other forms of legislation means that any or all of them are desirable. President Kelly asked our Committee, therefore, to re-examine the question of preferred form of legislation.

Consequently, at its second meeting the Committee began work on its new assignment, giving this priority because of the emergency presented by the discussions with psychiatry. At this meeting, the Committee concluded that it would be unwise to recommend a choice among types of legislation without preparing a report which would give members of Council the same background information that was available to the Committee, so that Council could judge the appropriateness of the Committee's recommendations, whatever they might turn out to be, and also have enough information to make its own independent judgment. One reason for this conclusion was the personal experience of the Committee members that the choice among the forms of legislation is very difficult to make. In reviewing the experiences of previous committees on legislation, we discovered that our predecessors had experienced a similar difficulty.

We felt that the type of document which would be most helpful to the Council was one which would enumerate and discuss the characteristics in terms of which different types of legislation for psychologists may be evaluated. Work on this memorandum was continued at the Committee's third meeting, and certain sections of it revised again at a fourth meeting of the Committee. It is presented as Part III of this report. It leans heavily, of course, upon the work of those psychologists who have preceded this Committee in work on the legislative question, particularly the members of the 1954 CSPA Committee on Legislation and the psychologists who responded with comments on the first draft of the present report. (Between the third and

¹ Adopted as official APA policy by the Council of Representatives at its September 1955 meeting in San Francisco.

fourth meetings of the Committee a first draft of this report was sent to all members of Council, to officers and Delegates of state psychological associations, to known chairmen of state legislative committees, and to all persons with whom substantive correspondence had been had by APA Central Office on the topic of legislation. All were asked to comment and give guidance to the Committee.)

Part III is not thought of by the Committee as a comprehensive treatment of legislative matters. It does not duplicate, for example, the extensive collection of material on "technical details" of legislation distributed by the APA Central Office on April 25, 1954. Part III begins with a listing of the issues without discussion. The remaining pages in Part III attempt a pro and con discussion of each of the separate issues in order.

At its third and fourth meetings, the Committee was also able to continue work on its study of social controls over professional practice. Its report on this topic constitutes Part II of this report.

In Part IV the Committee presents its recommendations. From its own experience, it is well aware that the basis for these recommendations cannot be appreciated unless one is familiar with the background presented in the earlier sections. It is equally aware that this report is of such length that busy members of Council may be tempted to read only the recommendations. In making its recommendations, therefore, the Committee has tried to mention the issues to which it gave the greatest weight in arriving at its conclusions.

Before presenting the report, it may be well to indicate our thinking regarding the role of a committee of the Council set up to deal with the question of state legislation. It is generally recognized that legislation governing psychological practice is necessarily a state matter. Variation from state to state is such that no completely uniform legislation is possible. Practices regarding the technicalities of legislation as well as conditions which prevail in a particular state with respect to support and opposition differ widely. Judgments regarding what is appropriate in different states must be made by the leadership on the spot. This means that an APA Committee can do no more than offer guidance and establish general policies.

On the other hand, there are sufficient advantages to uniformity in legislation to make it advisable that legislative problems be continually dealt with on a national as well as a state basis. Uniformity of

legislative action would seem to be desirable for three reasons:

- a. As a means of clarifying the public image of psychology. It is in the interest of the public and the profession to have clear definitions of appropriate roles for psychologists. This task is difficult under any conditions. If widely varying titles and standards are adopted in different states, the task will be even more difficult.
- b. As a basis for reciprocity between states. This is primarily a matter of convenience to individual psychologists and to examining boards. The fact that psychologists move frequently from state to state and many live near other states emphasizes the great advantage of having reciprocity. In its absence psychologists will be faced with the necessity of repeatedly going through the certification or licensing machinery. The chances that reciprocity will become prevalent will depend to some extent upon our success in getting relatively similar standards from state to state.
- c. As a basis for defining in a general way the conditions of practice of psychology. These definitions will touch on issues of such critical importance to the public that all of psychology has a justifiable concern with them, and hence with state legislation which bears upon them.

On July 25, 1955, the Committee on Legislation of the Conference of State Psychological Associations had a physical meeting at which the report of the APA Committee on Legislation was carefully reviewed. Further suggestions for improving the report were made by the CSPA Committee, cleared by telephone with the members of the APA Committee, with the result that the present report is signed jointly by the two committees. Copies of the report are being mailed to all members of Council and to Delegates of state psychological associations.

II. THE SOCIAL CONTROL OF PROFESSIONAL ACTIVITIES

As psychologists we are becoming increasingly sensitive to our place in society and to the importance of our growing contribution beyond the traditional limits of the university campus. In recent years more and more individuals have entered our profession and are earning their living as psychologists in the multiplying variety of teaching, research, and service specialties. This growth shows no signs of diminishing and we believe it is important that psychologists periodically consider which attitudes and procedures we might accept as being most conducive to a strong and integrated science and profession of psychology.

The Objectives of Social Control

Insofar as any psychologist is directly or indirectly working with people, he is in a position to influence their lives and must, therefore, accept a system of checks and balances to safeguard his clients and patients and students from his own honest errors or inadequacies. This is the basic rationale for a program of social control in psychology. It is a system designed (1) to protect the welfare of the individual receiving psychological service, (2) to protect the profession as a whole from irresponsible behavior by a small number of persons called psychologists, and (3) to facilitate and encourage highest standards of scientific and professional performance by all psychologists. How can we encourage psychologists to adopt the highest standards of professional conduct for their scientific and applied work? To discover this is fully as important and probably more effective than to set up a series of sanctions against misconduct to punish the occasional offender.

The potential disadvantages of measures to strengthen social control are quite obvious to all of us. They are reflected primarily in the tendency to become overly self-centered as a profession and defensive and stereotyped in our resistance to change and to new ideas and procedures. We must not become superorganized to the extent that conformity and control become self-enhancing ends rather than as means to a greater public service and scientific progress. Overcontrol is felt by some to handicap the effective adjustment of several of our sister professions. Laxity of intraprofessional control is to be preferred to a condition of overemphasis on our own professional standards with too little regard for the beneficial services other persons might perform. Is the M.D. or the "Ph.D. plus the ABEPP or its equivalent" the necessary and the sufficient condition to be an effective therapist? We must never let social control become so tight that we cannot find the answers to this and similar socially important questions regarding psychological service.

Legal Control as One Aspect of Social Control

The meaning of legal control. As citizens, all of us are subject to a variety of legal controls. The speed with which we drive our cars, the very driving of a car, getting married and getting a divorce, in-

heriting property, these and many other daily and occasional activities are regulated by law. These are activities which society feels are so important to its welfare, and so frequently subject to abuse, that it is unwilling to leave their control to public opinion, social pressure, and informal social controls. Formal social control is considered necessary, and formal social control is effected through laws.

Some of the activities in which citizens engage and which society finds it important to control are occupational in nature. The practice of medicine involves dealing with life and death, just as does driving a car: hence it is controlled by law. The practice of law, dealing as it does with human welfare, is also controlled by law. The suggestion that measures for the legal control of the professional activities of psychologists be adopted in the form of certification or licensing involves the implicit or explicit assumptions (1) that the work of psychologists or of people who call themselves psychologists involves possible threats to the health, safety, or welfare of the public or of some important segment thereof, (2) that this threat is inherent in the work of the psychologist rather than in the materials with which he works or in the place he works, and (3) that informal social controls alone are not adequate for the protection of the public.

The fact that psychology is concerned with human adjustment suggests the validity of the first assumption; the fact that psychological diagnosis and treatment involve insight into human behavior and skills in interpersonal relations justifies the second assumption; and existence of numerous quacks and near quacks points up the validity of the last assumption.

Advantages and disadvantages. Legal control in the form of certification or licensing has both advantages and disadvantages for the occupation in question. Formal recognition of the occupation by society bestows dignity upon the occupation in the eyes of some; if some members of an occupation are certified or licensed, then society has concluded that properly trained and ethical members of that occupation contribute something important to society. Formal recognition implies that members of that occupation have the right to practice their occupation; in a sense, then, their social role and their existence are protected.

Laws involve sanctions, penalties. Certificates and licenses can be revoked for cause, and revoca-

tion means being deprived of the right to practice one's profession or to use the title of that profession. These are more serious sanctions than those which can be invoked by professional associations or by less formal professional or community groups. Persons who use a title or practice an occupation without the required certificate or license are subject to fine and perhaps to imprisonment; if no such legislation exists, untrained or unethical persons may practice or use the title unhindered by the opinions of professional associations or of other groups which disapprove of their activities, except insofar as those other groups publicize the training, skill, and ethics of their own members to the implied detriment of nonmembers.

But legal control involves some disadvantages also. Control of titles, functions, training, is to some extent taken out of the hands of the profession and vested in the general public. Titles, functions, and levels of training may be frozen, the profession may find itself strait-jacketed by legislation which it can change only with difficulty. Since this drawback is inherent in all legislation, legal procedures have been devised to provide safeguards against strait-jacketing and freezing, but the safeguards are not always fully effective. But then, neither are society's formal safeguards against cultural lag.

In Part III of this report detailed attention is given to the issues and problems involved in deciding upon a "preferred" form of legislation, should a state wish to undertake legal control.

The Place of Intraprofessional Control

The continued progress and development of psychology as a profession of public service is the responsibility of psychologists themselves and can be only partially delegated to a state examining board. It is our purpose here to outline the several resources and facilities available to psychologists for maintaining a positive influence over the activities of their fellow psychologists. In essence, this is a problem of large-group dynamics in which an organization encourages its members to conform to the norms and standards defining the group. It should be apparent, therefore, that these measures of social control can be applied to and are appropriate primarily for those individuals who already have some degree of identification with the objectives of the APA and its affiliated organizations. If

an individual does not care about the APA or any of its affiliated groups, he operates beyond their immediate influence, subject only to his own rules and regulations, unless formal (legislative) controls are operative within his state.

There is nothing new about social control except the fact that we are confronted with the explicit question of whether it is an appropriate function of the APA. We have already established a firm tradition in these matters but it is quite likely that we may wish to vary some of our procedures and to sharpen and clarify others. When we talk about "control" we mean "group influence" relevant to the applied psychologists as well as the teacher and researcher in the university or elsewhere. Furthermore, it should be emphasized that social control is properly directed only toward the actual behavior of psychologists in specific situations rather than representing any form of thought control.

This entire report is based on the assumption that conformity to the standards of the larger group of psychologists is a desirable objective and one which does not necessarily violate the freedom of the individual to deviate or to pioneer in new methods so long as these variations conform to established principles of ethical practice and scientific confirmation.

As compared to legal regulation there are several important advantages inherent in a profession's efforts to offer some degree of controlling influence over its membership:

1. Professional control can be more flexible and adaptable.
2. It can have a sharper focus on specific activities of its members.
3. It can be relatively independent of inappropriate pressures from outside groups.
4. It can more readily be applied to the entire range of psychological activity.

Under the following headings we are suggesting some of the procedures that are or might be used by psychologists to enhance and encourage one another to maintain optimum standards of professional practice in the multiplying areas of psychological application. We recognize, of course, that in this initial attempt to identify means of social control for psychologists, we can only suggest tentative procedures and ideas. These should be flexible and adaptable to new developments and to the greater wisdom of additional group experience.

*Preprofessional Procedures**A. Selection*

Selection into the ranks of fully qualified psychologists should be considered both at the time of admission and as a process continuing during the three or four years *after* a student is first accepted into graduate school. A more active concern as to how we might better recruit and select the increasing number of psychologists who will be trained in the immediate future is called for. The students' "value system" is not a dimension to be ignored by our training departments as they carry out both their selecting and training functions.

B. Training

There should be an increased awareness by the training departments that the term "training" covers more than the core curriculum, technique courses, practicum training, etc. It is our opinion that a more concerted effort should be directed at ethical issues and to the larger demands of being a psychologist in good standing among one's colleagues and in the community. A seminar on "professional problems of psychology" is a good first step but one which is less effective than when the department staff illustrate clearly, by their own example, the attitudes and sensitivities of psychologists sincerely interested and concerned with the professional growth and success of psychology. Psychologists-in-training must learn to assume their professional responsibilities to a public making increasing demands for counsel and service. We must recognize that the success of a training program will be judged in terms of the professional performance of its graduates during a lifetime of service, research, and teaching.

Professional Associations

All of our local, regional, and national organizations can profit from the enthusiasm and fresh points of view that new members can provide. We do not doubt that one's graduate experience establishes certain lifelong patterns of interests and attitudes in psychology. Nevertheless, the professional organizations soon begin to exert an influence on our aspirations and conduct that remains throughout our careers as psychologists. Meeting the requirements for certification or licensing represents only minimal standards of competence. The more

forceful and long-range influence is likely to rest with our associates in the professional societies with which we identify.

A. State Societies

In all but six states we now have state associations. This is a postwar development and one which must be recognized as having a restructuring influence on the nature and function of our regional and national organizations. In many ways the state societies provide the best opportunity for early participation by psychologists-in-training and members recently entering the professional field. State and local groups can achieve a more intimate and detailed understanding and control of the attitudes and behavior of the psychologists resident in their areas than can either regional or national organizations.

Many state associations came into being and derived their early strength in efforts to obtain legislative action. Such functions undoubtedly will continue to be important but we believe that the long-range objectives of the state societies should include greater emphasis on the principle of active participation by all resident psychologists. It would be unfortunate if the structure of the state association should crumble upon meeting with success or failure to achieve legislation. The "psychology of participation" is a critically important factor and we should use it to our own advantage. The Conference of State Psychological Associations provides the opportunity for communication among states on matters of mutual concern but the relations between the states and other levels of the APA have yet to be clearly defined.

B. Regional Associations

The regional associations place greater emphasis on scientific developments in psychology in contrast to problems of professional practice. Nevertheless, the regional groups contribute effectively in the social control of applied psychology. Their popularity and prestige represent important influences in stimulating psychologists to appear on the annual program, hold office and, in general, be perceived by their fellow members as active contributors to psychological knowledge. Whether one works in a university, industry, government, or clinic, it is important to feel that one "belongs" and has some status in the scientific development of psychology.

C. American Psychological Association

We should be reminded again of the interesting but somewhat disturbing paradox: those who come to church have less need for the sermon. The psychologist who identifies himself with the APA has thereby expressed a positive attitude toward our standards and objectives. The non-APA psychologist may not care what the APA thinks of his activities. This state of affairs highlights a primary question. How can we increase the number of APA psychologists? Even though we are growing rapidly, the APA should encourage its membership committees to seek out qualified psychologists who are not now in the Association and invite their participation in the activities of our formal psychological organizations. But we probably should not insist that everyone who calls himself a psychologist be an active member of the APA. We do believe, however, that most psychologists will benefit by participating in a reputable scientific or professional society in his particular field of specialization.

Some mention should be made of the matter of duplicating memberships in the APA and state associations. Although many active members of the APA care little about affiliating with their state society, these organizations ordinarily require APA membership as a prerequisite for full membership. Insofar as overlapping membership does exist, there is greater communication and possibility for social control; from this point of view, coordinate membership would be desirable. This would seem to be particularly true for those psychologists primarily engaged in applied activities.

From time to time the APA makes available to its members their own expression of standards and value systems for psychologists, e.g., (a) *Ethical Standards of Psychologists* and (b) *Psychology and Its Relation to Other Professions*. The latter report includes "The Nature of Psychology as a Profession," "Aspirations for the Good Profession of Psychology," and "Basic Principles to Guide the Relationships between Psychology and Other Professions."

Designations of Special Competence

Within the structure of the APA there are several ways by which an individual can identify himself with specialized fields of psychology. Some of these have particular relevance from the point of view of social control.

A. Division Membership

With the exception of the Division of General Psychology, election to division membership confirms some degree of special competence in a particular area of psychological research and service. The several divisions differ in the extent to which they actively influence and stimulate their members, but all of them, as homogeneous interest groups, carry considerable weight and prestige in encouraging the conforming behavior of individual members to the scientific and professional standards that the divisions themselves prescribe. Furthermore, as a discussion and educative unit, a division can be quite effective in making available to its members the new procedures, principles, and standards appropriate for specialists within the divisional scope.

B. American Board of Examiners in Professional Psychology (ABEPP)

The primary purpose of ABEPP is social control. The existence and continued function of this top-level certifying agency is evidence that psychologists, as a group at least, believe that this type of designation does indicate to other psychologists and to the public those individuals possessing distinctly superior qualifications for applied professional service in the fields of clinical, industrial, and counseling psychology. Further experience may modify the structure and function of ABEPP but it is unlikely to alter the principle that a profession should establish and implement standards of professional qualifications. The extent to which the ABEPP diploma and other intraprofessional standards for social control should be written into legal regulations is a difficult and controversial question (cf. discussion of Issue 14, in Part III). But regardless of the decision, we believe the value of this diploma is a function of the importance attached to it by psychologists rather than by its designation as a statutory requirement for independent practice.

C. American Board of Psychological Services (ABPS)

This is the latest formal step by APA members to make available to psychologists and to the public a list of agencies and the participating individuals that meet the professional standards appropriate to the type of service these "centers" perform.

Ethical Standards

We can add little to the great deal that has already been said about our *Ethical Standards of Psychologists*. This code of ethics should be viewed as a functional guide for psychologists rather than as a legalistic statement for which psychologists are the law enforcing agents. It is important that our code of ethics be the subject of group discussion among entering members of the profession and be recognized as a meaningful document having application to many aspects of psychological activities. The more meaningful the code becomes, the better it can function as a protective measure in our scientific and professional lives. We should perhaps take the position that much unfinished business remains before the code of ethics becomes well integrated into our psychological thinking and behavior. Discussion of ethical principles is likely to be particularly helpful for applied psychologists who may not have the protection of academic and institutional traditions and yet are facing daily the ethical issues of psychology as these occur in dealing with the complicated but real problems of human relations.

Local Professional Advisory Committees

Both the legal and the medical professions have found it desirable to establish local grievance committees to handle many of the specific problems of professional practice. We are not sure that psychologists are yet ready to follow suit, if ever. However, committees might be formed in our larger cities or at the state level for the purpose of helping the individual practitioner with difficult professional decisions. Whether this should remain a voluntary and advisory committee or gradually acquire "teeth" is a matter for future decision. A discussion of *Ethical Standards of Psychologists* represents an excellent starting point for these committees and could provide the "core curriculum" for their initial meetings. It is reported that in a few states local ethics committees are already functioning in these ways.

Research and Writing Career Participation

A clearly written research report on an important problem is reassuring and satisfactory evidence that the author is in active contact with new developments in his science and profession. However, the traditional experimental article, the book, or theo-

retical paper are not the only avenues by which psychologists can make their positive contribution to our developing field. Mutual encouragement by our fellow psychologists can move us in the direction of greater participation in organization affairs, representing psychology to one's community and the public at large, interdisciplinary education, and postdoctoral institutes, as well as research and writing. Career productivity is a type of social control objective that helps everyone: the individual, the profession, and the public. It is hoped that psychology is not yet ready or even tempted to dichotomize itself into a science versus an applied technology.

One of the chief values of the ABEPP certificate is the encouragement it gives applied psychologists in the three areas of clinical, counseling, and industrial psychology to continue their scientific and professional development for at least five years beyond the doctorate. Individuals will differ as to how long the momentum for acquiring new skills and understanding will carry beyond the granting of the diploma, but it would be regrettable if the general body of psychologists neglected to provide other career-rewards beyond this diploma.

Minimum Employment Standards

When employers of psychologists designate certain minimum qualification levels for appointments, they are, in effect, introducing a kind of social control. This type of requirement has already had an important influence in raising and maintaining higher standards of professional eligibility for psychologists, e.g., in the Veterans Administration. This principle should be more generally applied to the employment of psychologists in private industry as well as for positions in civic, state, and federal governments including the military and other governmental agencies. Too often, of course, minimum standards become or are interpreted as being optimum standards. One of the first positive benefits of legal certification or licensing is the raising of employment qualifications for psychologists in state agencies and local industry. Thereafter it becomes the responsibility of psychologists via either individual effort or group action to encourage and facilitate the regular improvement of these minimum standards in the light of later developments in the profession and the changing demands of the positions in question.

Organization of Psychologists in Private Practice

Several organizations are already in existence which were created by psychologists in private practice, and we might turn to these groups for expert advice and experienced counsel in pointing out effective means for encouraging the private practitioner, who may or may not be a member of APA, to maintain the highest possible level of professional service to the public. The specialized private practitioner is a relatively recent development and at this point we can see only the beginnings of possible measures of social control.

Repeatedly the suggestion has been made that the private practitioner should give serious consideration to the principle of group practice. The size, *modus operandi*, and particular constituency of the group may be secondary in importance to the basic issue of maintaining and having ready access to the safeguards and the external controls represented by one's close associates. In either case, alone or in groups, it is important that the channels of communication with the larger body of psychologists be open and well used. This is true regardless of the applied area in which the practitioner is working.

Cooperation with Other Professions

Other professional people are likely to be sensitive to the importance and value of the independently stated qualifications of specialized psychologists. Related professions often ask for and receive from the APA lists of psychologists for various purposes. The ABEPP directory is being widely distributed as is the Division 14 (Industrial and Business Psychology) Directory of members and levels of qualification. Non-APA lists appear from time to time and the recipients of these lists should be advised as to their possible limitations. As stated earlier, a major purpose of ABPS is to make available for other professions and the public lists of certified psychological service centers, including some data about the participating members of the center. This type of advisory service might well be expanded in cases where a particular "professional certificate" (as opposed to legal certificates) published by the APA has the strong support and endorsement of the psychological subgroups directly involved in making the original evaluation of professional qualification. The evaluating function of the E & T Board is another example of the precedent that has already been established in this form of social control.

Public Information

Enlightened public understanding about psychology will serve as a critically important factor in the social control of psychology; in fact, public opinion *is* social control, for better or worse. The extent to which the public knows what psychology really is, and what service we can perform, determines the support we will receive. And in the long run without public support we wither and perish. In 1952 the APA employed the half-time services of a public relations advisor. This was a concrete step in recognition of the fact that there is room for better understanding of psychology in the press, radio, TV, magazines, and other media of public information. Our total membership of 13,500 psychologists can do much more than can a single half-time individual toward educating and informing the public as to the proper meaning and function of psychology, both as a science and as a profession.

Miscellaneous Methods

There are many additional ways in which the behavior of psychologists is subject to the controlling influence of their fellows. The following are simply examples of some of these possibilities, given without comment:

1. Requirements for malpractice insurance and reduction in premium costs.
2. Qualifying standards for telephone listing in directories.
3. Issuance of specialty certificates at the time of graduation from the training department.
4. Periodic re-evaluation of competences (discussed at some length in Issue 21, Part III).

This section, Part II of the report, is intended, in part, to serve as a frame-of-reference for viewing the current issues of legislative control of professional practice, outlined in Part III to follow. By sketching out the broader problem of encouraging continued improvement in the scientific and professional contributions of psychology, Part II should help us keep the role of legislative control in proper perspective.

III. ISSUES IN THE CHOICE OF TYPE OF LEGISLATION

This section attempts a pro and con discussion of the various issues that are considered basic to a choice in type of legislation. The issues are listed first without discussion, so that the range may be

seen easily, and then in the succeeding pages of Section III each is discussed separately. The page numbers refer to the page upon which the question is posed under each issue.

A. Types of Legislation

Pages

1. What are the different forms of psychological legislation? 736-738

B. Effect of the Legislation in Serving the Public

2. Should the legislation have the effect of making available to the potential client a list of qualified persons able to offer the kinds of services which psychologists provide? 738

3. Will the legislation bring to the attention of the public the standards which should be met by a person claiming to offer psychological services or by one calling himself a psychologist? 738

4. Should the legislation prevent practice by unqualified practitioners in the area in which psychologists practice, regardless of whether such persons identify themselves as psychologists? 738-739

C. Effect of the Legislation Upon the Relationship Between Psychology and the Public

5. As a result of the legislation will the public have a higher evaluation of the significance of psychology as a profession? 739

6. Will the legislation give the public an unambiguous picture of the functions performed by psychologists? 740

D. Effect of the Legislation Upon the Profession of Psychology

7. Will the legislation tend to freeze professional standards or will it encourage growth and development by raising professional standards? 740

8. How will the legislation affect the number of persons who enter the profession? 740

E. Effect of the Legislation on Psychologists

9. Should the legislation leave unaffected the status of psychologists who do not practice and, consequently, would not be covered? 740

10. a. Should legislation be written to cover all psychologists, or only those engaged in the application of psychological science, as opposed to teaching and/or research activities? 741

- b. Should the legislation cover only those activities of psychologists which are provided on a fee basis, or should it also cover services provided as part of the expected work of a salaried psychologist? 741

- c. Should the legislation cover only psychologists working outside of an institutional setting? 741

11. Should a psychologist who is not excluded from the bill under one of its exception clauses be permitted to practice? 742

12. Should the legislation permit qualified persons with atypical training to call themselves psychologists or to practice as psychologists? 742

13. Should the legislation make it possible to certify or license experienced psychologists already engaged in practice without an examination? 742

F. Effect of the Legislation in Distinguishing Among Psychologists

14. Should the legislation prohibit the practice of psychology at a higher level of responsibility for some psychologists than for others? 742-745

15. Should the legislation limit the practice of psychology to a specialty within psychology or should it permit general psychological practice without a specialty designation? 745

G. Effect of the Legislation Upon the Relations Between Psychology and Allied Professions

16. Are the characteristics of the legislation such as to involve psychologists in controversy with allied professions? 745-746

17. Should the legislation permit members of other professions to continue practice in the area in which they overlap with psychologists? 746

18. Does the listing of excepted groups and professions carry an implication that these groups are competent in the area of practice covered by the legislation? 746-747

19. Does the legislation specifically disclaim the intent of psychologists to practice in an area now covered by a profession whose members are apprehensive that an overlap in function may exist?

747

H. Other Characteristics of the Legislation

20. Should the legislation place the legal determination of standards of psychological practice in the hands of members of the psychological profession?

747-748

21. Should the legislation provide for a periodic re-evaluation of the psychologist's qualifications for practice?

748

22. Should the legislation give legal protection to the confidentiality of relations between the psychologist and his client?

748-749

23. Should the legislation provide that the certificate or license be revoked or suspended for unethical behavior? Should the legislation include a statement of the precepts of ethical behavior by which the psychologist may be expected to govern his professional practice—or as an alternative should it name a source document in which such precepts may be found?

749

24. Should the legislation provide for explicit sanctions?

749

25. Should the legislation provide for reciprocity with other states?

749-750

I. Administration of the Legislation

26. In administering and enforcing the legislation will more difficulties arise in granting and revoking certificates or licenses which restrict the use of a title or in granting and revoking certificates or licenses which limit practice in a given area of activity?

750

27. Is the legislation expensive to administer?

750

J. Legislative and Constitutional Implications of the Legislation

28. Will the legislation in any way conflict with the guarantees of freedom of speech and religion contained in the First Amendment to the Constitution?

750

29. Is the proposed legislation of such a character as to be acceptable to state legislators?

750-751

30. Will the legislation serve to protect psychologists against future legislation which might have the effect of restricting their activities?

751

31. Will the legislation, if enacted, facilitate or make it more difficult to procure later another (and presumably better) form of legislation?

751

DISCUSSION OF THE ISSUES IN THE CHOICE OF TYPE OF LEGISLATION

A. Types of Legislation

1. What are the different forms of psychological legislation?

The problem is a complicated one often made more complicated by disagreement or confusion in terminology. Four different types of legislation were defined in the report of the Committee on Legislation of the Conference of State Psychological Associations in September, 1954. These were permissive certification, mandatory certification, non-restrictive licensing, and restrictive licensing. These terms, and the definitions for them, have been used as a basis for discussion and communication since last fall, but the four expressions have proven for many to be confusing and misleading. Variation in the meaning of the terms "certification" and "licensure" among states is great. As examples, the proposed mandatory certification bill in New York State would result in the issuance of a document called a license; a certificate is issued under the Kentucky licensing law; the Georgia Licensing Law is really a mandatory certification law in terms of the old definitions. In other words, the question of whether a certificate or license is issued varies from state to state, and is due to factors over which psychologists have little or no control. (If a choice is possible, this Committee favors the use of the words "certification" and "certificate," because they are words less apt to cause difficulty in communicating with related professions.)

In the first draft of this present report the four categories of legislation given above were used. As a result of discussion and suggestions arising from the distribution of the draft, a new and, it is hoped, more useful categorization of types of legislation is presented here. The emphasis is on titles and functions, rather than on arbitrary and confusing terms. At this one place in the report reference is made to

the correspondence of the new with the old; thereafter only the new terms will be used.

1. *Voluntary legislation* (old permissive certification). This type of legislation restricts the use of a particular title (*certified* psychologist, for example) to persons who have met certain standards of training and experience set by an examining board. Such legislation has the effect of designating a group of well qualified practitioners. It does not, however, prohibit anyone from practice so long as he does not use the prescribed title.

2. *Nonrestrictive legislation*. Legislation of this sort may take several forms, but they have in common the exemption of certain groups from coverage by the law. Such forms of legislation recognize that professions other than psychology have legitimate contributions to make in the area of psychological services to the public, but it makes mandatory the qualifications of psychologists choosing to provide such services to the public for a fee. There are three important forms that nonrestrictive legislation may take:

A. *By title only* (old mandatory certification without a definition of practice). This kind of legislation applies to a larger group of persons than does voluntary legislation (Category 1). It attempts to bring all members of a particular profession under the law by limiting and controlling the use of a more general title such as "psychologist" or other terms "tending to imply that such a person is practicing as a psychologist." Such a law requires that anyone holding himself out to be a psychologist must meet minimum standards of training and experience set by a board of examiners. It does not attempt to control persons applying psychological techniques under other names unless such persons imply that they are "psychologists." This kind of law has the effect of placing all persons claiming to be members of a profession under the control of minimum standards established by the profession but does not interfere with the work of other professions even though they may be using psychological techniques.

B. *By title and function* (old mandatory certification with a definition). This kind of legislation is very similar to Category 2A, except that it contains a definition of practice. The definition may be very general, or quite specific. At one extreme it may be described as merely "rendering services

to individuals or to the public for remuneration" (from a proposed New Jersey bill). The other extreme is represented by the following statement from the Georgia law: "... and renders to individuals or to the public for fees any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing, administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics for such purposes as psychological diagnosis, classification or evaluation, or for educational or vocational placement, or for such purposes as psychological counseling, guidance or readjustment." A version in between these two is: "... and represents himself as being able to or undertakes to employ appropriate psychological procedures in dealing with any person, corporation or association" (from the proposed New York bill). This kind of legislation does not interfere with the work of other professions unless they both use psychological techniques *and* call themselves psychologists. It cannot legally prohibit the use of psychological techniques by unqualified persons if they call themselves something other than psychologists.

C. *By title and/or function* (old nonrestrictive licensing). This type of statute attempts to define the practice of the profession and restrict such practice to qualified persons. It is stronger in its effect than legislation by title *and* function, because the *and/or* (*and/or* is legalese for *or*) means that no matter what title is used the practitioner comes under the law. Such legislation does not, however, attempt to make practice the exclusive prerogative of a particular profession. Instead, it specifically exempts members of other professions who may be legitimately using certain common techniques. Such a bill, for example, would define the practice of psychology and restrict this kind of practice to persons granted the certificate or license as psychologists *except* for persons engaging in social work, members of the clergy, physicians, etc. This kind of law attempts to govern the activities of psychologists without restricting the legitimate functions of other professions. It attempts to prohibit the use of psychological techniques by unqualified persons outside these professions no matter what they call themselves.

3. *Restrictive legislation* (old restrictive licensing). Such a statute would define a profession solely in terms of its functions. In effect, it would say "anyone doing these things is, *ipso facto*, practicing psychology no matter what he calls himself and comes under the purview of the law." Such a law requires a comprehensive and precise definition of the practice of the profession and prohibits such activities by anyone but persons granted the license or certificate under the law. This is the pattern of most medical practice acts which begin with a definition of practice and restrict to licensed physicians the exclusive right to engage in such practices. Many psychological practices are engaged in by large numbers of people outside the profession. The Council of Representatives of the American Psychological Association adopted a policy against restrictive legislation for psychology on the grounds that psychology must not interfere with the legitimate use of psychological methods and techniques by other professions (Principle 6.2 of "Psychology and Its Relations with Other Professions," September, 1953).

B. Effect of the Legislation in Serving the Public

2. Should the legislation have the effect of making available to the potential client a list of qualified persons able to offer the kinds of services which psychologists provide?

This question has two aspects. The first has to do with the availability of a list. The second has to do with who is included and who is omitted from the list. It is clear, first of all, that any form of legislation being considered will have the effect of making available to potential clients a list of qualified persons. It is clear also that this is a potentially useful service to the public. How much effect it will have on the choice of professional personnel by the public is something on which there is little evidence. All agree that available lists are used to some extent for referral purposes in other professions. How often a layman consults a list independently, no one can say.

When it comes to the question of who is included and who is excluded from the list, a different kind of problem arises. The fact that there is a list carries the implication that people on it are more qualified than those not on it. This is usually, but may not always be, the case. In restrictive legislation, for example, the list would be made up of that

group of psychologists who were qualified to offer stated psychological services. It has already been recognized by the APA in "Psychology and Its Relations with Other Professions" that there are numerous nonpsychologists who may perform one or more of these functions equally well. Under the restrictive type of legislation such individuals, presumably, would be excluded from the list of qualified persons. The availability of such a list would generally be regarded as an unfortunate rather than a fortunate circumstance.

Another type of difficulty arises with respect to lists of qualified persons resulting from voluntary legislation. If one assumes that under this kind of legislation some qualified psychologists would elect not to apply for a certificate and yet continue to practice, it follows that these persons would be discriminated against through their absence from the list. The fact that they are excluded through their own failure to apply does not change this. Thus, for anyone who holds that a qualified person should not be forced to submit himself to governmental control, the availability of the list might well be considered a negative rather than a positive circumstance.

For nonrestrictive legislation the situation seems somewhat different. These types of bills provide a list from which no qualified psychologist who practices would be excluded and which to the professional person, at any rate, would not carry the implication that unlisted persons in related fields were less qualified, since only psychologists are listed. Whether or not it would carry this implication for the layman is hard to say.

3. Will the legislation bring to the attention of the public the standards which should be met by a person claiming to offer psychological services or by one calling himself a psychologist?

Since the law must state the standards that must be met, and the examinations that must be taken, before a person can be certified or licensed, it naturally follows that legislation, if accompanied by an educational program, can serve as a basis for informing the public. It is of course possible that the general public might be kept in ignorance about the legal standards because of the failure of the profession to inform the public of the provisions of the law. Thus the existence of the law places an additional public relations burden on the profession.

4. Should the legislation prevent practice by unqualified practitioners in the area in which psy-

chologists practice, regardless of whether such persons identify themselves as psychologists?

Many psychologists see as the principal justification for legislation the fact that the profession has a responsibility to join with other professional groups to act against charlatans. They are convinced that a bill which restricts to qualified persons the performance of psychological services which are enumerated in a definition of practice makes possible the greatest contribution to the reduction of unqualified practice. Hence such a bill, they argue, makes the maximum contribution to the welfare of clients seeking assistance.

This argument has been questioned by many on the grounds that experience with other laws of this sort indicates they are very difficult to police. Nevertheless, the position which psychologists in general have taken is that such legislation should be of enough assistance in the fight against charlatans to be worthwhile. It can prove useful, for example, in helping a telephone company justify more careful listings in the classified section of its directories. The issue really becomes one of deciding whether one of the possible forms of legislation will be more effective in this respect than another.

In the first place, there is no doubt that voluntary legislation operates through the opportunity which it makes available to the public to select qualified practitioners from a certified list. Whether or not the public will take advantage of this has been discussed elsewhere. Clearly this type of law will not prevent practice by unqualified people since certification under it is optional.

The same may be said of nonrestrictive legislation by *title and function*. In this form of legislation no one is prevented from practicing provided he does not use the title *psychologist*. On the other hand, the indirect effect is presumably somewhat greater because the unqualified person may not masquerade under the title *psychologist* which the charlatan seems to prefer.

Nonrestrictive legislation by *title and/or function* could prevent the practice of unqualified persons if it were policed. The mere presence of the law would undoubtedly cause many unqualified persons to refrain from practice. Those most affected would be individuals who are not members of one of the professions excepted from coverage by the law.

Restrictive legislation would go furthest of all in this direction. Its effect in preventing unqualified practice would be limited only by the problems of

policing. It is, however, unacceptable to psychologists on other grounds.

C. *Effect of the Legislation Upon the Relationship Between Psychology and the Public*

5. As a result of the legislation will the public have a higher evaluation of the significance of psychology as a profession?

The argument that legislation will change the status of psychology as a profession hinges on the assumption that the public places confidence in the fact of legal recognition. The idea seems to be that if a profession has developed to a point where its members are given official designation of competence by governmental authority the public infers that it must be one in which greater confidence can be felt than otherwise would be the case. Many psychologists are convinced that legislation would have this effect. Many others are equally convinced that the extent to which the public understands and utilizes psychological services will be dependent primarily upon other factors, such as adequacy of training, demonstrated effectiveness in service, etc.

If one assumes that legislation will have some effect upon the public image of psychology we may then raise the question as to whether or not one form of legislation will have more effect than another. If the effect follows simply from the achievement of legal status, then the inference would be that one form of legislation should have no more effect than another.

Another argument, however, is frequently introduced. This is that a profession which is *licensed* is believed, by the public, to be more important than one which is covered by some other type of legislation. This is based upon the presumption of the public's greater familiarity with the word *license*. It is the word *license*, according to the argument, which to the layman carries the meaning of being qualified to render services.

This argument is frequently supported by reference to the fact that the medical profession is licensed. Such an argument obviously overlooks the fact that this is also true of a host of other occupations with lesser prestige as, for example, beauticians and barbers.

Supporters of the word *certificate* frequently use this latter point. In practice, which word is used will depend a great deal on the state's laws and customs.

6. Will the legislation give the public an unambiguous picture of the functions performed by the psychologists?

The argument is sometimes made that legislation which includes a detailed definition of practice serves an educational function. Presumably this results, in part, from the reading of the bill by legislators and, in part, from the publicity accompanying enforcement. From the latter it is expected that the public will gradually come to know what it is the psychologist is trained to do.

D. Effect of the Legislation upon the Profession of Psychology

7. Will the legislation tend to freeze professional standards or will it encourage growth and development by raising professional standards?

Legislation might have an effect upon standards in two ways: first, it might influence standards by what is said in the definition of practice. Second, when the nature of the examination set up by the board became known, this might operate to influence the character of university training by orienting it to preparation for the examination.

In addition to the question about whether such an effect would actually be felt there is the further question as to whether one might expect the content of the definition of practice or the content of the examinations given by the board to change in accord with developments in the field. If the Board of Examiners which prepares the examination given to the applicants is made up of psychologists, there seems little reason to fear that such an adaptation in the content of the examinations would not take place. Whether or not it would be difficult to change the definition of practice is discussed elsewhere in the report.

If one is convinced that the danger of freezing professional standards is related primarily to the nature of the examinations prepared by the Board of Examiners, then the matter has little or no relation to the choice among the alternate forms of legislation. Under each form an examination by the Board will be given. However, if the danger is seen to lie in the content of the definition of practice then one would be led to be more apprehensive about those forms that must contain a definition.

A related apprehension is that the definition of psychological practice might need to be broader in the future than it is at present. Consequently, there is a danger that a definition written now may

be soon out of date. Whether or not this is serious depends upon the ease with which the definition may be amended. The general answer to this seems to be that, if there is no conflict about the change, an amendment would not be difficult to secure. If a new definition containing the substance of the amendment encounters opposition, then the amendment will prove difficult to secure.

8. How will the legislation affect the number of persons who enter the profession?

Predictions in both directions have been made. On the one side is the argument that legal recognition may enhance the position of the profession and increase the number of people entering it. On the other side is the apprehension that the profession, by raising examination standards, will utilize the legislation to introduce a form of trade union restriction against people who wish to enter the field of psychology. Obviously, both are matters for speculation and cannot be given serious weight in the decisions which must be made in the near future.

E. Effect of the Legislation on Psychologists

9. Should the legislation leave unaffected the status of psychologists who do not practice and, consequently, who would not be covered?

This question may be considered from two points of view. The first is whether nonpracticing psychologists should be spared the unnecessary inconvenience of applying for a certificate or license. The second is whether or not the availability of a list of psychologists with legal status sets up an inference in the mind of the layman that the listed psychologists are of a higher status than those absent from the list.

With respect to the possibility of an inference of second-class status for nonlisted psychologists, *all forms of legislation are equivalent*, since they all result in lists. On the other hand, there is no evidence one way or the other as to whether such an inference would be drawn. It seems quite possible that the emphasis upon theoretical scientists, such as nuclear physicists, for example, may have established quite clearly in the public's thinking the value of theoretical as well as applied scientists. The argument is frequently made, however, that a consistent public education program would be furthered by requiring all psychologists to be certified or licensed in states having legislation.

As for direct effects on nonpracticing psychologists of the different types of legislation, it is clear

that voluntary legislation would have no effect. The effects of nonrestrictive legislation will depend upon the way the bill is written at several points. First, if the bill refers only to the use of the title *psychologist* by those who practice *for a fee*, those who do not practice or those who practice but not for a fee would be able to call themselves psychologists without interference. Or, if as in some forms of nonrestrictive legislation, and in restrictive legislation, the thing forbidden by the legislation involves conduct of certain activities rather than the use of a title only, then the nonpractitioner need not seek legal status. In addition, however, it is possible to cover this same point in an exception clause in the bill, stating that the bill will in no way restrict the activities of and/or the use of a title by a person employed by a recognized educational institution, hospital, clinic, etc.

10. It is possible to write legislation which covers all psychologists, or a limited number only. Thus it might cover only clinical psychologists, or, more broadly, all applied psychologists. A differentiation could be made in terms of whether or not services are provided for a fee, as opposed to services provided by salaried personnel. A differentiation could also be made in terms of setting; a law might require psychologists to be certified or licensed only if their services are provided outside of an institutional or incorporated framework.

a. Should legislation be written to cover all psychologists, or only those engaged in the application of psychological science, as opposed to teaching and/or research activities?

In voluntary legislation this question is irrelevant, for the initiative in applying for registration rests with the psychologist himself. In the other forms, however, complete coverage of designated categories of psychologists is intended. Hence it becomes necessary to define the category covered by the law. By wording and by implication the existing laws cover the applied activities of psychologists rather than their teaching and research activities. This is to be expected, in that the applied activities are the most obvious point of contact between the psychologist and the public, and it is at this point, therefore, that qualifications become most important from the point of view of protecting the public.

b. Should the legislation cover only those activities of psychologists which are provided on a fee basis, or should it also cover services provided

as part of the expected work of a salaried psychologist?

The argument limiting the coverage of the law only to those who render services for a fee is that this is the only point where there is a need for the control by legal means of the qualifications for practice. Some guarantee needs to be given the purchasing public that it is getting its money's worth. In an institutional setting the psychologist's competence is presumably assessed before he is hired, and the institution becomes responsible for his activities.

On the other hand, many feel that where a bill can be written which can help to raise standards in, say, state institutions, every effort should be made to do this.

There are many psychologists who feel that to require the nonpracticing, salaried psychologist to be certified or licensed is contrary to the generally stated purposes for legislation, since such a requirement neither protects the public nor the profession. It places a seemingly unwarranted financial burden on the psychologist from which he derives no direct benefit, unless not being on the "list" becomes sufficiently serious to change the picture.

c. Should the legislation cover only psychologists working outside of an institutional setting?

The same argument holds here as for (b) above. Because it is the public's choice, the services offered by a psychologist outside of an institutional setting must in some way be guaranteed. It is argued, therefore, that a legal definition of qualifications is necessary. On the other hand, to exempt psychologists who work in federal, state, municipal, or private institutions means that one makes the assumption that all such agencies are qualified to judge the professional competence of those whom they hire. Needless to say, this is often not the case. The usual compromise is that when psychologists employed in an agency or institution provide services on a private basis, in addition to their salaried duties, it is customary to require that they be licensed or certified.

The determination of which psychologists are to be covered and which excluded from coverage by the legislation is made at several points in the body of the legislation. First, a positive statement is made as to who is to be covered. Later, in the "exceptions" section, statements may be made as

to which groups of psychologists, if any, are to be excluded. Nonrestrictive and restrictive legislation are essentially similar with respect to this problem.

11. Should a psychologist who is not excluded from the bill under one of its exception clauses be permitted to practice?

The significance of this question arises from the debate over individual liberty, on the one hand, and the presumed need of society for guidance to qualified persons, on the other. One who places major emphasis upon freedom from control for the practitioner will regard an affirmative answer to this question as favorable. One who places major emphasis upon the need for control for the public's protection will regard an affirmative answer as unfavorable.

It seems clear that under nonrestrictive and restrictive legislation, no psychologist would be allowed to practice (at least under the title *psychologist*) unless he had accepted the principle of the state's right to examine his qualifications. Conversely, under voluntary legislation, he would be allowed this privilege.

12. Should the legislation permit qualified persons with atypical training to call themselves psychologists or to practice as psychologists?

The dilemma here is between the profession's confidence in its carefully thought out training programs in university settings, on the one hand, and its abhorrence of any move to insist on orthodoxy in science, on the other. The latter position has led to a tolerance of marked deviations from customary training. This in turn has made it difficult to present a recognized training program to other professions and to the public as a step in winning their confidence in psychological practice.

The usual resolution of this dilemma in psychological legislation is to provide for the Board of Examiners to exercise judgment in determining what kind of atypical training meets the formal training requirements of the legislation. Similarly, in the case of individuals who are licensed under the "grandfather" provisions of the bill, an arrangement is made for the Board to accept, for a limited period, atypical experience if in the Board's judgment this has been adequate to provide a background for competent practice.

On the other hand, no provision is made in existing forms of legislation for the examination to be waived after the "grandfather" period has passed. Since the examinations are likely to be based on the more customary training programs, individuals

with atypical training in the future might well be handicapped in acquiring a certificate or license.

13. Should the legislation make it possible to certify or license experienced psychologists already engaged in practice without an examination?

A generally accepted procedure in introducing legislation controlling professional practice in all fields is to accept experienced people without requiring them to take an examination (the so-called "grandfather" clause). This eliminates the danger of taking away from older persons an established means of earning a livelihood. While this is a significant consideration in its own right, it also has political implications, since state legislatures are sensitive to this danger. Moreover, established practitioners will fight any effort to have them take examinations intended primarily for younger persons just completing their training; such opposition thus may endanger passage of the bill.

A more or less standard provision for dealing with the question is to specify a certain period, usually two years from the act's passage, during which the Board of Examiners is authorized to certify or license experienced people without examining them. Sufficient experience is defined in terms of a given number of years of practice. The legislation may or may not require the Board to satisfy itself (without a formal examination) as to the competence of the applicant to practice.

F. Effect of the Legislation in Distinguishing Among Psychologists

14. Should the legislation prohibit the practice of psychology at a higher level of responsibility for some psychologists than for others?

Those who favor distinction of levels in legislation have sometimes argued for two levels and sometimes three. When two levels are proposed, one of these is subdoctoral and the other doctoral plus one or two years of experience. When three are proposed, a level defined in terms of a longer period of experience beyond the doctorate is added. Examinations and qualifications will differ for all levels. While the proposed titles vary, illustrative ones are as follows:

1. Subdoctoral—psychological assistant, examiner, etc.
2. Doctoral plus one or two years of supervised experience—psychologist
3. Doctoral plus greater experience (e.g., at ABEPP level)—consulting psychologist

Those who argue for the distinctions note in relation to the subdoctoral level that thousands of positions in psychology exist at this level in state services, school systems, industrial programs, etc., and that this fact must be recognized. It is important, they argue, to help control standards for such positions. One approach to this is to establish uniform job titles and minimum standards in state legislation.

In relation to the ABEPP or consulting psychologist level in legislation, the argument runs as follows: As far as the public is concerned the psychologist with a state certificate or license is a person to whom one may go for help with a wide variety of problems. The potential client assumes that such a psychologist is fully competent to work as an independent professional person.

Psychologists, on the other hand, know that this is not the case. The psychologist with his degree and one year of experience will need much additional supervision and consultation to deal responsibly with many of the difficulties he encounters. While it is difficult to set any specific period of time during which sufficient experience will be acquired to justify unsupervised independent practice, APA policy (see *Psychology and Its Relations with Other Professions*) already suggests that the minimum the profession will accept is the ABEPP level or its equivalent.

Granted that this is the desirable minimum, the argument proceeds to pose this question: How may we ensure that the PhD psychologist below the ABEPP level does not make the mistake of working independently on problems with which his experience does not equip him to deal? The proponents of the "consulting psychologist" level in legislation argue that one helpful approach to this is through legal control. The professional psychologist in private practice, they point out, need not and sometimes does not belong to a psychological association. Hence, the quality of his work is neither under the control of an institution nor subject to the influence of a professional society. It may even be argued that the psychologist with low professional and ethical standards may deliberately free himself from professional controls by staying outside psychological organizations. It is contended that no approach save the legal approach is available to control such a person.

Psychologists of at least one state (Michigan) have made a specific proposal regarding the legal approach to be used. They have prepared a bill

in which the "certified psychologist" (PhD plus one year of supervised professional experience) may not represent himself to the public as a "psychologist" or as a person rendering "psychological services" except under the immediate supervision of an active *certified consulting psychologist*. They point out that this ensures the desired minimum of supervised professional experience prior to independent private practice yet presents the public with "psychologists" under a single uniform label. The fact that some "psychologists" are supervised and some are not would presumably be unknown to the client seeking psychological services.

The problem with regard to legislation which attempts to control function as well as title is more complex. For legislation to make possible a prohibition of specified professional activities by a psychologist to whom a lower level certificate or license has been issued, it would have to define practice at more than one level. To write a definition of practice for psychologists at more than one level makes even more difficult the already troublesome task of writing a definition of functions which does not overlap seriously with the functions performed by other professions. The approach just described in relation to the prohibition of the use of a title might be helpful in minimizing this difficulty; i.e., the legislation might require that the higher level professional activities be carried out by the holder of the lower certificate or license only under the supervision of the holder of a higher level one.

Those who doubt the wisdom of including more than one level in state legislation offer somewhat different arguments in opposition to the level of psychological assistant or examiner than they do to the ABEPP level. In opposition to certifying or licensing at a subdoctoral level they argue that subdoctoral psychologists should not be allowed to practice except under supervision and under other names and that separate legislation for them would be preferable. They point out that a single level bill will keep such individuals from entering independent private practice and that control of professional standards for individuals working in institutional settings can be dealt with in other ways.

One of the major arguments made in opposition to the inclusion of a subdoctoral title in legislation is the danger of confusing for the public the meaning of the label "psychologist." According to this argument, the only way to avoid such confusion is to limit the official use of the word to psychologists with the PhD. When it is desirable to establish

through legislation the qualifications for positions for which subdoctoral psychologists are hired it would be better to do this by way of certificates of competence for positions in schools, mental hospitals, mental hygiene clinics, etc.

The argument in opposition to including the consulting psychologist level in legislation takes several forms. The first is that the objectives sought by legislation at this level can only be gained by way of intraprofessional social controls over professional practice. According to this argument, when one examines the objectives behind the effort to distinguish in legislation between psychologists at the PhD-plus-one-year level and psychologists at a higher level it becomes clear that what is sought is to ensure by this means responsible and ethical behavior on the part of such psychologists in relation to the public. To put it another way, the objective is to protect the public from the PhD psychologist with inadequate experience. It is *not* to protect the public from quacks; this protection is accomplished through differentiating trained psychologists at the PhD level from nonpsychologists without professional training.

One must understand, the argument runs, the complexity of this objective as a first step in making a judgment as to how it may be best achieved. Many factors in addition to number of years of experience are important in qualifying a psychologist to deal with different kinds of psychological problems. Breadth of experience is one such factor. For example, five years' experience in dealing with difficulties presented by adults may have little value for preparing the practitioner to meet problems presented by children. The broad question, of which this is but a single instance, is that of the ethical and professional considerations involved in undertaking clinical work for which one's training and experience do not yet qualify one. This involves not only the question of supervised experience of the proper sort but also provision for liaison with other professions, opportunities for consultation on difficult cases with colleagues, provision for postgraduate training, qualities of character and personality, etc.

It is doubtful, according to the opponents of the consulting psychologist level, whether the legislative approach can make a significant contribution to the problem of controlling such complex behavior. They point out that the only specific legislative proposal available (Michigan) has only the effect

of guaranteeing an additional number of years of supervised experience, leaving untouched the numerous and more significant considerations which will affect the higher-level psychologist's professional activity. The dependence upon additional years of supervised experience involves the faith, they argue, that such experience will guarantee ethical behavior by the psychologist when the period of supervision has passed. It is dubious, they say, whether this faith is warranted.

Some opponents of the higher level in legislation take an even stronger position on this point. They feel that not only will legislation make no contribution to the broad problem of controlling the behavior of the post-PhD psychologist, but it will have a detrimental effect. By attacking one aspect of a major professional problem by means of legislation, they say, we run the risk of concealing the real need for a broad scale effort. Such an effort must take account not only of factors other than amount of experience but must recognize also the fact that this is a problem which must be dealt with not only in the first five years of professional practice but throughout the psychologist's professional career.

A second category of arguments made against the consulting psychologist level by its opponents has to do with the likelihood that legislation containing this level could *not* be passed. They point out three reasons why they believe state legislators will oppose it. The first of these has to do with the impression that it creates "trade union restriction." A bill which appears to put restrictions upon all except a small proportion of the profession will raise questions as to whether the real purpose behind the legislation is to protect the public or to protect an "inner circle" of the profession. The second reason has to do with the appropriate and inappropriate uses of state regulatory legislation for professions. Legislators take the position, they say, that state regulation can be justified only to protect the public from quacks. The job of differentiating within the profession among those persons who have completed their formal training must be left to the profession itself. The third reason has to do with the danger that areas of the state with small populations will not have available a psychologist with the higher level experience. The legislator representing such an area will not tolerate legislation which appears to deprive his area of a professional service available elsewhere in the state.

An additional argument advanced against the likelihood that legislation containing the higher level will pass is that it cannot hope to win the general support of psychologists throughout the state. The argument is that the standards set in the bill, while they have been adopted by the profession as desirable goals, are as yet too far in advance of the actual situation in psychology to command the support of a high enough proportion of psychologists to get the bill through the legislature. What is being referred to here is the fact that experience shows that opposition by even a small number of psychologists may block legislation which is supported by the great majority. The standard approach to this problem, of course, is by way of a liberal "grandfather" clause which gives legal status to the dissident unqualified minority in order to silence their opposition.

A third class of arguments advanced by opponents of the consulting psychologist level amounts to saying that the objective desired can be better achieved by writing the legislation in such a way that the certificate or license of the psychologist at the PhD-plus-one-year level may be revoked if he violates a professional code of ethics. If one assumes that the code of ethics referred to in the bill is the APA's "Ethical Standards of Psychologists" or a code essentially similar to it, then it follows that the psychologist is legally bound to adhere to that ethical principle which prescribes that he must not deal with psychological problems for which his training and experience have not prepared him. If he does, it is argued, the state board of examiners may revoke his certificate or license. As pointed out elsewhere in the report this is a moot point. A person may appeal through the courts against such an action by the board. In this event, it becomes the responsibility of the board to prove the deviation from ethical behavior to the satisfaction of the judge who will resolve any doubt in favor of the psychologist involved. Some psychologists doubt that a legally binding case could be made that a person with a PhD had knowingly undertaken a case for which his training and experience did not qualify him.

15. Should the legislation limit the practice of psychology to a specialty within psychology or should it permit general psychological practice without a specialty designation?

Nonrestrictive legislation by title and function, or title and/or function, and restrictive legislation con-

tain, of course, a definition which deals with general psychological practice and disregards the existence of professional specialties. Such a definition may be taken to imply that the person certified or licensed is competent to do all the things enumerated under the definition. This, of course, is rarely, if ever, the case, and for this reason it is sometimes advocated that legislation should designate the specialty in which the individual is competent.

Such a designation would have numerous advantages. For example, other professions frequently need to identify qualified clinical psychologists, and a specialty certificate or license would make this possible.

If medicine can be taken as a parallel, the allegation that the registered person is free to do all the things enumerated in the definition of practice apparently need not be true. A physician may be sued for malpractice if he can be shown to have practiced at a level of competence below that characteristic of the physicians in the community in which he works.

The most common objection to designation of specialties in state legislation springs from the recognition that specialties within psychology are in a state of rapid development. At present more and more specialties are being differentiated, although a high degree of overlap is also recognized. The names used to designate specialties vary from time to time. Psychologists who work for a while in one specialty shift their areas of professional interest and begin to concentrate in another. Such frequent change offers little difficulty as long as the control of the standards of practice remains within the profession. It seems much too early, however, to try to write the names and descriptions of our rapidly changing specialties into the more rigid framework of state legislation.

G. Effect of the Legislation upon the Relations Between Psychology and Allied Professions

16. Are the characteristics of the legislation such as to involve psychologists in controversy with allied professions?

Experience indicates that psychological legislation may give rise to two fears among allied professions. The first is that the legislation may place legal restrictions on the activities of other professions. The second is that the language of the legislation may imply to government officials and

community leaders that activities which psychology shares with other professions belong primarily to the psychological profession.

Both these apprehensions are aroused primarily by the presence in the legislation of a detailed definition of function. Such definitions can occur both in nonrestrictive and restrictive legislation. Whether such fears can be alleviated by other provisions of the legislation is discussed elsewhere in this report.

To the extent that members of other professions believe that further developments in psychological practice threaten the continued performance of their own functions, it is possible that psychological legislation of any sort will be viewed with alarm. The APA has taken steps to define its relations to other professions in such a way as to make it clear that such apprehensions are groundless. The relevant policies are found in "Psychology and Its Relations with Other Professions (Principles 5 and 6)," and in *Ethical Standards of Psychologists* (Principles 1.21, 2.51-4, 6.22-1).

17. Should the legislation permit members of other professions to continue practice in the area in which they overlap with psychologists?

How one evaluates an affirmative answer to this question depends upon what he assumes to be good for the public and perhaps, also, for psychology. If one assumes, as has been done in previous policy statements adopted by the APA, that many members of other professions are well equipped to perform service functions which qualified psychologists also carry out, then an affirmative answer to the question would be favorable. If one doubts this and believes instead that such individuals are taking advantage of their professional status to perform functions for which, in fact, they have not been adequately trained, he would feel that legislation should not permit this.

The APA position at present, as defined in "Psychology and Its Relations with Other Professions (Principle 5.1)," is that the psychological profession cannot put itself in the position of passing judgment upon members of other professions in this respect. We have decided that we should encourage and assist the proper use of psychological knowledge and techniques by other professions, that we should leave as open as possible the opportunity for growth and development among all professions in the area in which we are working, and that we should adopt the stand that the control of the prac-

tice of members of other professions is not our responsibility but theirs.

Under voluntary legislation, nonrestrictive legislation by title, and nonrestrictive legislation by title and function, members of other professions are free to continue practice since the legislation affects only those who call themselves psychologists. Since in nonrestrictive legislation by title and/or function, and in restrictive legislation, a given type of activity is proscribed, much depends upon who is excepted from coverage by the bill. It is impossible to write a definition of psychological practice without including some of the legitimate functions of members of other professions. While there is general agreement with this, many feel that it is possible to eliminate any undesirable restraint resulting from this fact by exempting from the provisions of the act all qualified persons who perform similar services under other professional labels. For example, the Tennessee Licensing Act of 1953 specifically exempts: teachers, clergymen, practitioners of medicine, and social workers, while in the "performance of their professional duties"; it also exempts students and interns under qualified supervision and persons using psychological techniques in "business and industrial organizations for employment placement, evaluation, promotion or job adjustment of their own officers and employees"; finally it exempts persons who employ psychological techniques in employment agencies "for the evaluation of their own clients prior to recommendation for employment."

Moreover, in order to avoid the possibility that the Act in the future might result in "restraint of any professional group that may evidence competence to offer comparable services to the public" the Tennessee Act is subject to periodic review by a "committee of representatives from the professions of medicine and psychiatry, social work, law and the ministry"; this committee, working with the Board of Examiners, is required to study the effectiveness of the Act and make recommendations jointly to the Governor for any revisions needed.

18. Does the listing of excepted groups and professions carry an implication that these groups are competent in the area of practice covered by the legislation?

In all forms of legislation except voluntary (where it is not felt to be necessary), it may be stated in "exception" or "construction" clauses that nothing in the bill is to be interpreted in such a way as to limit the activities of designated groups. It has

been contended that this implies that the groups named are qualified for practice in the area in which certificates or licenses are being granted. This argument runs further that this is clearly a heavy and undesirable responsibility for the psychological profession to carry, particularly in view of the likelihood that the implication of competence might often be false.

In examining this matter further, it is helpful to distinguish between the possible inferences which may be drawn regarding exceptions written into psychological legislation, on the one hand, and their legal effects, on the other. It should be clear, first, that no change in legal status results. Persons coming under the "exemption" clauses had not been legally denied the right to practice prior to the psychological legislation, and care is taken through the exception clauses not to deny this right through its introduction. On the other hand, care is also taken not to go beyond this to authorize activities. In other words, their legal status does not change.

The first question to be answered regarding the public's interpretation of the excepted group is whether the public will ever learn of details of psychological legislation such as the exceptions clauses. This seems highly unlikely in the experience of those who have worked with legislators. Their attention is attracted primarily to controversial legislation and then only to the matters at issue within the bills.

Should the potential implication of competence for excepted groups become a matter of serious concern, it has been suggested that the implication might be removed by altering the "construction" clause. Such a clause typically reads, "Nothing in this (act, article, etc.) should be construed to limit the activities and services of — etc." It could be changed to read, "Nothing in this (act, article, etc.) shall be construed to *authorize* or to limit the activities, etc."

19. Does the legislation specifically disclaim the intent of psychologists to practice in an area now covered by a profession whose members are apprehensive that an overlap in function may exist?

This issue is one of reassurance and interpretation. It arises at present primarily in the relations between psychology and psychiatry, but in the future it may become a question in the relations between psychology and other related professions.

A formula for dealing with this question has been evolved through experience with other legislation.

It is the so-called "disclaimer" clause. This may take various forms. One which has been suggested reads as follows:

Nothing in (this definition, this Act, this section, etc.) shall be construed as permitting the administration or prescription of drugs, or in any way infringing upon the practice of medicine as defined in the laws of this state.

Since reference to the practice of surgery occurs in medical practices acts it may often be found desirable to add this phrase as well.

In general the wording of a disclaimer clause will depend upon how the medical practices act and/or the basic sciences act read in a given state. Complications may arise if either of these is written in such a way as to define as medical practice certain of those activities which the new legislation declares may be performed only by those with a psychological certificate or license.

It would seem that the disclaimer clause is most likely to be asked for in nonrestrictive and restrictive legislation. Similarly, the question naturally arises as to the relation between a medical disclaimer clause and a possible future amendment broadening the coverage of a medical practice act in such a way as to include some of the services which psychologists offer. It has been argued that by disclaiming the intent to "infringe in any way upon the practice of medicine as defined in the laws of this state" psychologists are in effect signing a blank check upon which may be written future restrictions of psychological practice. While proponents of the medical disclaimer clause do not deny this, they argue that it has little, if any, significance. They feel that the restrictive force of amendments to the medical practices acts would be the same whether or not psychological legislation contains a disclaimer clause.

Whether such restrictive effects would be lessened if the psychological legislation contained a definition of practice is also a matter of dispute. This issue is discussed further in the answer to Question 30, "Should the legislation protect psychologists against future legislation which might have the effect of restricting their activities?"

H. Other Characteristics of the Legislation

20. Should the legislation place the legal determination of standards of psychological practice in the hands of members of the psychological profession?

All forms of legislation provide for a Board of Examiners which is given the authority to formulate the examinations which applicants for certificates or licenses must pass. Through this authority the Board establishes the operating standards in terms of which the applicant's qualifications for practice are determined. For this reason the composition of the Board takes on considerable significance.

The usual pattern is to have the Board members appointed by the Governor from a list of nominees submitted by the state psychological association. In some states it is further specified that a certain number of the Board members should be practicing psychologists and a certain number academic psychologists. Such an arrangement provides, perhaps, for a broader viewpoint in the development of examinations and the evaluation of training and experience of applicants.

Arguments in favor of having the standards formulated by psychologists are that they are best informed regarding the qualities needed for responsible practice and are best acquainted with the type of training which provides the necessary preparation. On the other hand, it may be argued that the presence on the Board of nonpsychologists may result in a healthy periodic re-examination of standards which otherwise might not occur. It seems quite clear, however, that at least the majority of the Board members should be psychologists. It has also been found valuable to specify that members of the examining board may not be reappointed without at least one intervening year. This ensures opportunity for broadening participation and protects against narrowing of the bases for decision.

21. Should the legislation provide for a periodic re-evaluation of the psychologist's qualifications for practice?

While periodic renewal of the certificate or license is a common if not universal requirement, periodic re-evaluation of the practitioner is not. Once granted the document, the right to practice is not revoked except on the basis of positive evidence of malpractice, moral turpitude, felony, and the like. The reason for this is clear; were it otherwise an individual would be in constant danger of having his principal means of livelihood denied him.

If one looks at the matter from the client's point of view the advantage of re-evaluation of the practitioner becomes obvious. Only an occasional client will be in a position to distinguish between the psy-

chologist who keeps his training in line with advances in the field and the one who vegetates or even deteriorates. Elimination of the latter by revocation of the license would be a great service to the public and to the psychological profession.

Ideally, to assure that the practitioner's competences are maintained at a high level and up to date, he should be required to pass something like an ABEPP examination in his field of competence every three or five years throughout his active professional life. If he did not pass the examination, he might be subject to various sanctions, including confidential evaluations of his strengths and weaknesses, withdrawal of ABEPP Diploma and/or state-issued certificate or license, or suspension of the right to practice.

The costs of periodic evaluation have appeared so high to policy-makers in other fields that a comparable audit of abilities and knowledges is made, so far as we know, for no occupation except for commercial airline pilots. The costs are as follows: (a) The drastic individual and social implications in removing the primary means of earning a living from a highly trained professional person in a shortage field, after he has reached maturity. (b) The anxiety that would pervade the profession, together with the inevitably constricting influence on professional effectiveness, if there were a real possibility at any examination of losing the right to practice. (c) The expense in time and money of continuous examinations. (d) The unavoidable political issues that arise in any such situation where one group of persons has power over its peers, who must go back to that body at some future date for a crucial re-evaluation.

Unless an adequate means of social security were first planned and implemented in detail for practitioners restrained from further activity, it would not seem possible to conduct any sort of continuous audit of abilities that would legally prevent mature practitioners from carrying on their professional activities. A program conducted either on a voluntary or involuntary basis, however, in which psychologists were privately informed of their weaknesses, might be worthy of serious consideration. This might become an important function of state psychological associations.

22. Should the legislation give legal protection to the confidentiality of relations between the psychologist and his client?

In *Ethical Standards of Psychologists* the psy-

chological profession has accepted the obligation to protect the confidentiality of psychologist-client relationships. It is consistent with this to seek provisions to make the protection of confidentiality legally feasible.

There is general agreement that a clause in the legislation to achieve this purpose might read as follows:

For the purpose of this Chapter (or Act) the confidential relations and communications between licensed applied psychologist (or certified clinical psychologist or licensed Psychologist or Psychological Examiner) and client are placed upon the same basis as those provided by law between attorney and client, and nothing in this Chapter (or Act) shall be construed to require any such privileged communication to be disclosed.

23. Should the legislation provide that the certificate or license be suspended or revoked for unethical behavior? Should the legislation include a statement of the precepts of ethical behavior by which the psychologist may be expected to govern his professional practice—or as an alternative should it name a source document in which such precepts may be found?

It is customary in state legislation controlling professional practice to make provisions for the revocation of the certificate or license in the event of immoral or unprofessional behavior. Statements regarding the nature of this behavior are necessarily quite vague in the bill. Sometimes the state develops codes of professional conduct to provide more specific guidance on this point. In some states it has been legally feasible to adopt *Ethical Standards of Psychologists* as the code for the state. (The provision in the Arkansas law reads: "The Board of Examiners shall adopt a Code of Ethics of the American Psychological Association to govern appropriate practices or behavior as referred to herein, and shall file such code with the Secretary of the State within 30 days prior to the effective date of such code.") Its use in legislation in other states, however, is complicated by the fact that reference to a source outside the state may be either prohibited or frowned upon. In all but two of the existing psychological laws the Boards are authorized to "adopt such rules and regulations as may be necessary." Another and perhaps simpler solution is to have the ethical code one of the "procedures" authorized for the Board to develop.

24. Should the legislation provide for explicit sanctions?

Regardless of the form of legislation, it is customary for explicit sanctions to be provided for either the illegal use of the term *psychologist* or the illegal practice of psychological functions—depending upon what it is that the bill restricts.

In the existing laws penalties are in terms of fines; the range is from not less than \$50 to not more than \$500.

25. Should the legislation provide for reciprocity with other states?

The advantages of reciprocity provisions are that they make it unnecessary for a psychologist who moves from one state to another to be re-examined. This means, among other things, that such a psychologist may begin practice without delay. There seem to be no disadvantages to reciprocity provisions and it is generally agreed that all legislation should contain them. (All the nine current laws do have such provisions. A typical provision reads: "The Board may also at its discretion grant a certificate without an assembled examination to any person residing or employed in the State who at the time of application is licensed or certified by a similar Board of another State whose standards, in the opinion of the Board, are not lower than those required by this Act. . . .")

Reciprocity provisions are equally applicable in all forms of legislation. The problem which arises has to do with the different types of legislation in different states. Reciprocity is ordinarily granted by a state only to other states whose standards for certificates or licenses are no lower than its own. Care needs to be taken to make sure that exact legal equivalence is not required, and that the type (certification or licensing) of legislation is not restrictive in the reciprocity provisions. If legislation is variable from state to state, it will become difficult to judge whether standards are comparable. This will undoubtedly lead to confusion which might be avoided if legislation with uniform or near-uniform standards could be adopted in all states.

In addition to reciprocity from state to state, reciprocity provisions frequently include also a waiver of examination for applicants who hold the Diploma from the American Board of Examiners in Professional Psychology. The ABEPP lawyer has advised that ABEPP certification should never be made the *only* requirement for certification or licensure in a state law, because doing so might result in the filing of suits against ABEPP. Five of the nine states now having laws do grant certificates

or licenses without examination to persons holding the ABEPP Diploma.

I. Administration of Legislation

26. In administering and enforcing the legislation will more difficulties arise in granting and revoking certificates or licenses which restrict the use of a title, or in granting and revoking certificates or licenses which limit practice in a given area of activity?

Persons denied a certificate or license by a board of examiners have the right to appeal these decisions. Such appeals are occasionally made and sometimes granted. Appeal from a decision to revoke a certificate or license is also possible. To the extent that the grounds for the denial or revocation are clear-cut and unambiguous, it is less likely that the individual rejected will feel he can make a successful appeal.

There seems to be general agreement that fewer difficulties of this nature are experienced in administering voluntary legislation and nonrestrictive legislation by title only than in administering nonrestrictive legislation by title and function, title and/or function, or restrictive legislation. The illegal use of a title is a relatively clear-cut thing to identify and prove, although dispute about it may still arise in connection with closely related labels. For example, will "psychological counselor" be regarded as clearly equivalent to "psychologist"? Much will depend upon the wording of the act.

However, it will be much more difficult to identify the individual who is practicing in the area delimited by the definition of practice and to collect convincing evidence that he has been doing so. Consequently, in the latter case appeals may be expected more frequently and be more difficult to make decisions about.

The frequency of appeals will be related, of course, to the strictness with which the board of examiners adheres to its criteria for qualification. In effect, it may avoid some appeals by making favorable judgments in borderline cases, although fear of appeals and difficulty of policing should not be factors of a major kind in such decision-making.

27. Will the legislation be expensive to administer?

In addition to general administrative costs, expenses will be incurred in formulating policy, preparing examinations, examining applicants, and in advisement related to enforcement procedures.

These expenses become an issue primarily in relation to the willingness of the profession to pay such costs, or the willingness of the state to assume some of them, for it is customary for boards of examiners to be self-supporting in money and time.

The costs of *administering* the different kinds of laws are probably approximately equal. The costs of *enforcing* the laws are borne principally by the law enforcement agencies of the state, but it is possible that under a law which contains a definition of practice the members of the board might be called upon to serve as expert witnesses more frequently, hence such a law might be somewhat more expensive to enforce. Similarly, difficult decisions (involving physical meetings of the examiners) will occasionally need to be made to determine whether a registered person is practicing within the legal limits placed upon him.

J. Legislative and Constitutional Implications of the Legislation

28. Will the legislation in any way conflict with the guarantees of freedom of speech and religion contained in the First Amendment to the Constitution?

Guidance, counseling, psychotherapy, and other forms of remedial work often take the form of speech on the part of the practitioner. This fact has given rise to the possibility that any legislation which attempts to limit or restrict this form of speech may be found in conflict with the constitutional guarantees.

In all probability a satisfactory answer to this may be found in the fact that under conditions of psychological practice the speech involved has the added characteristic that benefits are expected from it on the part of a second person as a result of the assumed expertness or special competence which characterizes the speech. If this is the case, it becomes relevant to ask for evidence of this as a basis for issuing a certificate or a license. This would not appear to interfere in any way with the freedom to express convictions in the areas of politics, religion, philosophy, etc., and is an issue only for those forms of legislation which define functions.

29. Is the proposed legislation of such a character as to be acceptable to state legislators?

Experience indicates the legislatures in different states emphasize different features of regulatory legislation. Consequently it is impossible to do

more than to enumerate some of the items which have given rise to questions in different states.

One of these is the inclusion of an adequate "grandfather" clause.

Another is the possibility that the definition of practice would interfere with the activities of other professional groups. Ways of dealing with each of these potential difficulties have been discussed earlier.

A third is that the legislation will operate to limit the entrance of new people into the profession, presumably to the advantage of those already practicing and to the disadvantage of the public which needs psychological services. One way of taking care of this apprehension is to make it easy for an individual to appeal the Board's decision to grant him a certificate or license. In many states provisions for such appeals are made on a general basis; that is, they apply equally to all certification or licensing legislation.

It is clear that the first and third of these illustrative difficulties are unrelated to the differences among the forms of legislation. On the other hand the second difficulty should arise only with legislation containing a definition of practice.

30. Will the legislation serve to protect psychologists against future legislation which might have the effect of restricting their activities?

It has been argued that if psychological legislation contains a definition of the functions which psychologists carry out in practice, it would become difficult if not impossible for future legislation to restrict these same activities to another professional group. Presumably this would be the case either because of the fact of the existence of a legal definition of psychology which would be in conflict with the proposed restrictive legislation, or because of the fact that legislators would have become familiar with the functions of psychologists in the course of passing psychological legislation.

It is difficult to say whether either of these factors makes much difference. If, as has been indicated to the Committee, the most recent of two conflicting pieces of legislation takes precedence, then the existence of the definition of practice would seem to have little consequence. It would seem more likely that psychologists might make use of an existing legal definition of function primarily by calling it to the attention of legislators when restrictive legislation in conflict with it is proposed. There seems to be little doubt that the presence in

existing legislation of a provision which seemed to be in conflict with newly proposed legislation would constitute a powerful argument to legislators that they should carefully consider the new proposal.

31. Will the legislation, if enacted, facilitate or make it more difficult to procure another (and presumably better) form of legislation later?

Some psychologists feel that one effect of passing any form of legislation will be to make another form easier to obtain through the amendment process. Others have the contrary expectation, believing that having settled with the state legislators for one form of legislation will make it difficult if not impossible to argue later that another form would have been preferable. There seems to be little or no evidence upon which one can judge between these conflicting predictions.

IV. RECOMMENDATIONS ²

In presenting its recommendations, the Committee wishes to emphasize again its recognition of the variation in legislative problems from state to state. We understand fully that psychologists guiding state legislation policy must take into account the character of their local situations. The APA has never chosen to play the role of the heavy-handed father; we do not propose that it should do so now with regard to legislation. We have offered recommendations only in those areas where national uniformity is most necessary and toward which the Committee was specifically asked to direct its attention.

An attempt was made in part III of this report to mention all pro and con arguments related to each issue in state legislation. Because these issues are too numerous, and the arguments related to them so complex, it was not easy for the Committee to decide what to recommend. Many considerations had to be reviewed and weighed against each other. Although each issue was considered in arriving at our recommendations, only those issues which seemed to the Committee to bear the greatest weight in arriving at a decision are specifically mentioned in this section.

² The wording of Recommendations 2 through 8 is slightly different in this published report from the wording in the original report signed by the two committees. The changes were recommended by the Board of Directors and adopted by the Council of Representatives when the entire report was approved for adoption in September, 1955. There are no differences in intent or implication; the present wording merely represents changes made for the sake of clarity.

It will be seen that the wording in some of the recommendations reflects a conviction that some aspects of the legislative problem are best solved in one specific way; other recommendations are what might be called "permissive," reflecting a recognition that variability among states exists, as well as an admission that in connection with some aspects of the problem there is not enough information at the present time to reach a "best" conclusion. The committee wishes to make the following unanimous recommendations:

A. Social Controls

It is recommended that

1. The Council and Board of Directors Establish a Special Committee on Social Control of Professional Activities.

This committee would be charged with responsibility for conducting a three-year intensive study of all forms of social control of professional activities and preparing a report on their implementation to be published as an official APA publication, like the Code of Ethics. The following subjects should be among those to be considered by this committee, elaborating what has already been done by the present Committee on Legislation and other relevant committees of the APA and the CSPA:

What are the social controls now in effect in psychology? How do they operate?

What are the social controls now in effect in other professions, sciences, and trades?

What is the relationship between legal and social controls in other fields?

What is the general opinion of the APA membership concerning social controls, and what opinions do they have as to their future operation in psychology?

Are additional social controls needed in psychology? If so, what should they be?

What is and can be done about social controls by each of the following: the individual psychologist, the training center, the institution where psychology is applied, the local psychological society, the state psychological association, the regional psychological association, the national association, ABEPP, ABPS, and other organizations?

Such a study could be done by conducting surveys among psychologists and members of other fields; by soliciting comments and case histories of good and poor social control; by observing the

operation of committees and other groups which exert social control; by circulating drafts of reports for comment and criticism; and by conducting forums at APA conventions, state psychological association meetings, and elsewhere.

Although the Committee is fully aware of the danger inherent in excessive social control, the potential gains from such a program, properly conducted, appear much greater than the losses. It would be an extensive joint activity by many members of the profession, which can be undertaken at once and which should be carried out intensively over the succeeding years. Since it is extra-legal and supplementary to legal action, it need not wait upon decisions concerning legislation. It is apparent that psychologists have not fully recognized the potentialities of such influences in obtaining desired professional standards, improving the effectiveness of the profession, increasing public understanding of our activities, and above all, giving more satisfactory service to clients. Our Committee believes that increased utilization of such influences will in the long run be more effective and flexible in fulfilling the highest values of our profession than any sort of legal activity undertaken. We therefore place primary emphasis on this recommendation.

B. Type of Legislation

Among needed decisions concerning state legislation, the first is the general character of law to be sought. Our Committee believes that even though local self-regulation is desired, the importance of similarity of state standards throughout the nation cannot be overstressed. Unless the states are to grant reciprocity to one another, the national image of what a psychologist is and does will be blurred. Furthermore, as the passing years bring more and more efficient long-distance communication and more and more rapid transportation, state lines will become increasingly meaningless. We cannot subscribe to states' rights isolationism in the matter of professional standards. It is worthwhile to remember, too, that there are issues of vital concern to all psychologists which transcend local considerations, such as standards for employment in federal institutions.

Three general categories of legislation have been outlined in Section III, with a discussion of three variations possible in the second category of legislation: *voluntary legislation* (Category 1); *nonre-*

strictive legislation (Category 2); and *restrictive legislation* (Category 3). Category 2 legislation ordinarily takes one of three forms: nonrestrictive legislation by *title only* (2A); nonrestrictive legislation by *title and function* (2B); or nonrestrictive legislation by *title and/or function* (2C).

Voluntary legislation (Category 1) is limited by the fact that it depends upon the individual psychologist's decision whether or not to apply. Thus it simply directs the well-informed public to some of the qualified psychologists. It does not seriously affect the charlatan; if the charlatan chooses to call himself a "psychologist" rather than a "certified psychologist," he would not be subject to prosecution. Such legislation has the virtue that it does not exclude any qualified person from practice but it achieves this dubious strength by being rather ineffectual in vital aspects. Nor does it serve to protect psychologists against future legislation which might have the effect of restricting their activities. For these and other reasons we do not advise the utilization by psychologists of this form of legislation.

The other extreme, restrictive legislation (Category 3) effectively makes available to the potential client a list of persons qualified to give psychological services, but it eliminates from practice all professional persons not specifically named in the exemption clauses. In fact, there would be no exemption clauses for nonpsychologists. It may place on psychologists the necessity of policing practice in the whole human relations area in an effort to enforce the legislation, and consequently it adds an administrative burden which may become extreme in relation to the granting and revoking of certificates or licenses. We recognize also the complete impracticality of such legislation in most states at present, and that it probably has a greater tendency than the other sorts of laws to freeze standards in a way that would make them difficult to alter. It would be most effective in calling to the attention of the public the standards which should be met by a person claiming to offer psychological services. However, because of its restrictive effects upon the activities of other professions, the APA has adopted a policy against its use. The Committee is fully in accord with this policy.

We are left, then, with a decision to make about nonrestrictive legislation (Category 2). Is one of the three forms of this kind of legislation best? Are all three equally desirable? First of all, let

us view the answer from the point of view of ideal principles.

The most satisfactory legislation should control the quality of professional psychological services offered to the public. From this point of view alone, our committee feels that some form of legislation that includes a nonspecific definition of practice is to be preferred. Nonrestrictive legislation by title only (Category 2A), while making a lesser contribution in this direction, nevertheless is helpful. The individual using psychological techniques as his primary source of livelihood would undoubtedly prefer to be included among those certified by a state as competent. On the other hand, 2A legislation has no strength when it comes to prohibiting activities; it merely protects a legal title.

Another ideal consideration to which the committee feels considerable weight should be given is that as little limitation as possible should be placed upon the availability of qualified services offered by other professions to the public. All forms of nonrestrictive legislation meet this ideal adequately. Under all of them members of exempted related professions may practice freely, and nonrestrictive legislation by title only (2A) simply prohibits the use of a title which such related professions would not desire to use.

A third ideal of any psychological legislation is that it should increase cooperation with other related professions with whom we wish to collaborate, rather than cause conflict, since ultimately the public is the chief sufferer from such conflict. Experience has shown that such conflict usually does not arise from the characteristics of the legislation itself as much as from the interpretation placed upon it by other groups. The primary difficulty appears to be with the definition of practice. Legislation including a definition of practice has apparently created among other professions some amount of anxiety that psychologists will attempt to usurp their functions. Many psychologists feel this apprehension is groundless, but at the same time they recognize that it exists, and they are unhappy that it has been a disruptive influence. Psychologists have vacillated in recent years between their desire to eliminate this conflict, on the one hand, and their feeling of obligation to contribute to the legal control of unqualified psychological practice, on the other.

The APA Committee on Relations with Psychiatry has made a recommendation to the Association

which may offer a satisfactory resolution of the various considerations discussed above. The recommendation is that the Association adopt for the time being nonrestrictive legislation by title only (2A), or by title *and* function (2B), with the definition of practice written in general rather than specific terms. The fact that other related professions apparently prefer such legislation for psychologists, rather than nonrestrictive legislation by title and/or function (2C), is certainly a practical reason for us to prefer these forms of legislation at the moment to all others. On the other hand, neither 2A nor 2B legislation can effectively (legally) control the use of psychological techniques by the unqualified person. Under either 2A or 2B legislation the practitioner may use psychological techniques safely so long as he does not identify himself by the title covered in the law.

Were it not for the admittedly important matter of maintaining amicable relationships with related professions which may have objections to stronger forms of legislation, this Committee would feel it had an obligation to recommend that APA adopt a policy favoring legislation of the nonrestrictive by title and/or function category (2C). Such legislation can be used to control the activities of the unqualified no matter what his title. Some will feel that interprofessional relationships should not be given the weight they have so far received in APA deliberations and proposed recommendations. It is the feeling of this Committee, in the summer of 1955, that these relationships are important enough to be given a determining weight in the decision on preferred form of legislation at the APA policy level for the guidance of the states. It is the Committee's view further, however, that APA policy should reflect the psychologists' concern for both the development of the profession and the control of unqualified practitioners.

The Committee on Legislation therefore recommends that APA policy on legislation be as follows:

2. For the time being, states seeking legislation regulating the practice of psychology should attempt to develop laws falling in the category of nonrestrictive legislation by title only, or by title and function (with a general rather than a specific definition). Where local situations permit, and with full interprofessional communication, the kind of law known as nonrestrictive legislation by title and/or function should be encouraged.

The Committee would like to urge the professions to continue to explore together the best ways in which to define satisfactorily the practice of psychology in ways which will not be threatening to related professions but which will contribute to the elimination of unqualified practice.

The Committee also recommends that:

3. All legislation regulating the practice of psychology should include a disclaimer clause stating that certification or licensing under the act does not confer the right to practice medicine. The exact wording of this clause will necessarily vary from state to state.

Even though such clauses are usually of no particular legal effect and no psychologists wish to practice medicine, we believe that as an indication of sincere good will toward other professions they have useful public relations effects. In line with previous APA policy, this Committee is against any form of legislation which would define psychological functions as exclusively a part of medical practice.

C. Level of Certification of Licensure

In any form of legislation decisions need to be made concerning levels, either of individual or of psychological activity, or both, that should be covered by the law. The usual pattern is to have the law concern one level only, but there are those who favor two levels and those who favor three levels. Although the titles used vary a little (particularly at the lowest level), the following are illustrative:

Psychological examiner, assistant, etc.—sub-doctoral with one or two years of experience.

Psychologist—doctoral plus one or two years of supervised experience.

Consulting psychologist—doctoral plus five years (or ABEPP level).

The two-level laws that now exist cover the first two categories above (Arkansas, Tennessee). It is the feeling of some psychologists that a three-level law is to be preferred, reflecting the common concern of all of us with the activities of the psychologist who earns his livelihood in relative isolation, that is, outside the framework of a hospital, clinic, or educational institution. Supporters of a law that includes the consulting psychologist level recognize that the problem of assuring competent practice by psychologists, no matter at what level, is infinitely broader than any law can solve, but they feel an obligation to attempt part of the solution by legal

means. This committee has come to a different conclusion, along the following lines.

In September 1953, the APA Council of Representatives adopted a policy that recognized the right of qualified psychologists to engage in private practice and stressed the grave professional responsibilities assumed by such a psychologist. To aid the individual psychologist and the profession as a whole in judging the appropriateness of such practice, the policy statement included the recommendation that psychologists in independent private practice have education and experience at the level of the ABEPP Diploma (doctoral degree plus five years of experience). There seems to be general agreement that for the "solo" practitioner (unsupervised and outside an institutional setting) the PhD and five years of experience can be useful as a rough guide to competence. Not that there is any particular magic to five years over four or six, or that there can be any single measure of competence. It is, rather, that the ABEPP level has appeared useful, and it is reasonable, therefore, that first APA policy on the matter should be similar. This committee agrees with the policy.

The Committee assumes that proponents of the consulting psychologist level in law intend it to serve as a stimulus to the psychologist at the doctoral level to restrict his activities voluntarily to areas in which he is competent. Such a level is not needed for control over quackery, for the psychologist level adequately distinguishes between the untrained person and the psychologist with his degree. It could only serve to prohibit to the as-yet-immature psychologist privileges granted to the more experienced. It is at this point, the Committee feels, that a natural confusion arises between the type of control which is best exercised by law and that which is best carried out with the aid of intraprofessional resources. As was pointed out in the section on social controls, mature judgment is not a matter of *n* years of experience. The limitations which a psychologist places upon himself in choosing the clients he serves cannot be printed in a list which he hangs on his wall. Five years' experience working with adult males does not prepare one for competent work with children.

The Committee feels that to include the consulting psychologist level in a law represents what might be called a piecemeal attack on the problem. In doing so we would run the risk of convincing ourselves, and implying to others, that we had solved

the problem now and the public is safe. It is the Committee's view that what is needed instead is a general assessment and implementation of all the social and intraprofessional resources which can be brought to bear on the problem as a whole.

On the other hand, we are not sufficiently certain of the arguments for and against the consulting psychologist level in legislation to feel justified in making a recommendation with regard to it. Even though we recognize the cost in clarity to the national legislative picture, we think it wise to leave the judgment regarding the use of this level to the state associations. Should a state decide to use more than one level in its legislation, it is clearly desirable that the titles used for the second and third levels be consistent from state to state. This will make the variation in number of levels somewhat less serious.

The Committee recommends, therefore, that APA policy on the matter of appropriate levels in psychological legislation be as follows:

4. In legislation regulating the practice of psychology first consideration should be given to the doctoral level, requiring the doctoral degree and no less than one year, preferably two years, of supervised experience. This level should be designated by the title of "psychologist."

In certain states a law including both the psychologist level and the psychological assistant (or examiner, etc.) level may be expedient or desirable. Although any multilevel law may tend to blur the public image of psychologists, it is recognized that provisions covering subdoctoral workers may have great utility, particularly in helping state institutions to raise standards. The Committee recommends that:

5. If a state desires legislation at the subdoctoral level, this level should be designated by a title which includes the adjective "psychological" followed by a noun such as "examiner," "assistant," "technician," etc. It should require a defined program of at least one year of graduate training plus supervised experience.

As indicated, an occasional state may wish to include in its legislation a third level at which certificates or licenses are granted. In this event, the Committee recommends that:

6. If a state desires legislation beyond the "psychologist" level, this level should be desig-

nated by the title of "consulting psychologist." It should require competence and experience equivalent to that of the ABEPP diploma.

D. Specialty Legislation

Our Committee does not favor legislation which permits differentiation, by certification or licensing, of specialties within psychology, regardless of whether these specialties are defined by the functions carried out (e.g., psychodiagnostics or psychotherapy) or by the locale where the work is done (e.g., clinical psychology, industrial psychology, private practice). Again, these are matters which we believe can best be dealt with by intra-professional controls.

The Committee therefore recommends that:

7. Legislation regulating the practice of psychology at the "psychologist" or "consulting psychologist" level should not attempt to differentiate psychological specialties either by function or by locale.

E. Code of Ethics

Because of the importance of the APA Code of Ethics as a means of control, the Committee would like to recommend that:

8. Legislation governing the practice of psychology should be so written that the official code of ethics of the APA be adopted as the code of ethics for individuals covered by the law. The means of accomplishing this will necessarily vary from state to state.

This may be done, as in Arkansas, by making specific reference to the APA Code of Ethics. In other states it is possible for the Board of Examiners to adopt a code of ethics under its right to adopt such rules and procedures as may be necessary; it is the APA Code that is adopted. The code is filed with the Secretary of State and becomes in that way part of the law, binding not only on members of the APA but also on anyone coming under the purview of the law.

F. Dissolution of the Committee

It was voted by the Council of Representatives in September, 1954, that the Board of Directors appoint a committee of the Council to re-examine APA policy on legislation and social controls, that the CSPA be asked to assist in this review, and that the new committee formulate a further statement for the consideration of Council at the San Francisco meetings. The CSPA Committee on Legislation gave advice throughout the writing of the report and in a physical meeting reviewed the final product, voting then to sign jointly with the APA Committee on Legislation. The material presented in the body of the report is intended to give Council all the information that was available to the committees in arriving at the recommendations.

We have just begun to investigate the complex problems of legal and social control. We leave to the new committee, which we hope will be appointed, the development of thinking in this area, and hope that over a period of years it will work toward the ultimate objective of presenting a series of detailed recommendations as to how the Association can more efficiently bring to bear upon the activities of its individual members the influence of the profession's aspirations for responsible public service. It is recommended that:

9. The present APA Committee on Legislation be dissolved.

APA Committee on Legislation

ROBERT G. BERNREUTER
STUART W. COOK, *Chairman*
STANFORD C. ERICKSEN
JAMES G. MILLER
DONALD E. SUPER

CSPA Committee on Legislation

WILLIAM M. HALES, *Chairman*
SAMUEL B. KUTASH
JAMES G. MILLER
G. WILSON SHAFFER
HERBERT J. ZUCKER

REPORT OF THE SCIENTIFIC DEVELOPMENT BOARD¹

AT THE 1954 meetings of APA the Board of Directors recommended, and the Council of Representatives approved, the establishment of a Scientific Development Board of APA. The broad charter of this Board called for it "to perform such types of activities as the Council of Representatives may approve, directed toward the advancement of psychology as a science." The action further specified that the Board would have a membership of nine, with replacement of three members each year by election from a slate of not less than two nominees for each vacancy.

The action of Council was supported by a list of suggestions regarding appropriate activities of the APA for the advancement of psychology as a science. Although this list was considered suggestive, not directive, the SDB used this list as the basis for much of its discussion of the "why," "what," and "how" of its activities, and this list therefore bears repeating verbatim:

a. Assembly and distribution of information regarding sources of research support, sources of specialized equipment, and other matters of concern to individual scientists;

b. Facilitation of meetings (seminars, symposia, study groups) of scientists for the purpose of identifying critical problems and exploring the theoretical frontiers of psychological science;

c. Provision of advice and guidance on matters of experimental design and statistical analysis to individual (and frequently isolated) scientists; and

d. Assembly and distribution of information and recommended guidelines to increase the methodological continuity, and hence comparability, of re-

search studies in special areas of psychological science.

The first meeting of the SDB was held at Northwestern University on November 3-5, 1954. Present were all members of the Board: Lee J. Cronbach (1954-55); Paul R. Farnsworth (1954-55); Arthur W. Melton, Chairman (1954-55); John C. Eberhart (1954-56); Leon Festinger (1954-56); Kenneth W. Spence (1954-56); Carl I. Hovland (1954-57); Lyle H. Lanier (1954-57); and Benton J. Underwood (1954-57). Dr. Lanier had been appointed by President Kelly to replace Dr. W. R. Garner who had been elected by Council but had declined to serve because of other heavy commitments.

As might be expected of psychologists by psychologists, a substantial portion of the first meeting was spent in hypercritical examination of the question, "Is this Board necessary?" Although it would be inaccurate to report that all members left the first meeting with an affirmative conviction on this point, the following statements reflect the consensus of the group: The science of psychology is not developing as rapidly as it might, nor as rapidly as its expanding responsibilities demand. If anything can be done to speed this developmental process, it will in some way involve the productive scientists—their numbers (which were considered to be now all too few), their spans of productivity (which were recognized as frequently all too brief), and the efficiency of their work during productive spans (which was recognized as frequently lowered through lack of competence in design, inadequate special equipment, and perhaps sometimes lack of financial support).

The consensus that there was a problem led the Board to agree to explore cautiously the desirability and feasibility of the remedial activities suggested at the time the SDB was established and others the Board might itself generate, to prepare and distribute to a selected group of psychologists the ideas and actions of the first meeting for their comment, and to reassemble in July for further consideration of these ideas and actions.

A copy of a "First Report of the APA Scientific Development Board" was distributed on May 25,

¹ At its meeting on September 2, 1955 the APA Council of Representatives passed the following motion:

"It was voted that Council receive the report of the Scientific Development Board with an expression of its deep appreciation for the thorough and comprehensive nature of the report."

The report of SDB is presented here as it was submitted to the Council of Representatives. After each SDB recommendation there is a note in brackets concerning the September action of the Board of Directors and/or the Council of Representatives. These notes, with the permission of the chairman of the SDB, were prepared in the APA Central Office.

1955, to about 300 psychologists—all elected members of the Council of Representatives, all members of the Board of Directors, most officers of divisions, all editors of APA journals and many of their consulting editors, all members of standing committees, and most members of special committees. Responses were requested in advance of July 10. Of the 60 members of Council, 6 responded. In all, 50 letter responses were received, most of them very thoughtful, whether positive or negative with respect to the Board itself or its suggestions for action. Individual members of the Board made detailed content analyses of these letters with reference to all questions raised in the first report. In addition, all new suggestions for Board action were extracted. These content analyses were used as the basis for the discussion of the Board at its second meeting, but were not thought of as providing "votes" of the membership on the topic of discussion.

A second meeting of the Board was held on July 29–31, 1955, in Washington, D. C., with all members present except John C. Eberhart and Lee J. Cronbach. Three days of discussion led to unanimity with respect to the recommendations contained in the body of this report.

IS SDB NECESSARY?

Although the question whether the SDB should be a permanent board of APA was uppermost in the minds of the Board members when they reconvened in July, discussion of this question was postponed until the specific proposed activities of the Board had been considered individually and a decision had been made with respect to each activity. Then the Board returned to the more general question against this background of its specific decisions. The decision finally reached was that there is no requirement within APA for a continuing Scientific Development Board, even though the SDB had found during its year of existence certain things that might be encouraged or tried out in the interest of the advancement of psychology as a science. Instead, the Board believes that the continuing functions which might be assigned to the SDB are for the most part already the proper functions of the Policy and Planning Board, the Publications Board, or the Education and Training Board, and that these Boards should be encouraged by the Council of Representatives and the Board of Directors to explore more actively and directly the ways and means for encouraging the develop-

ment of psychology as a science. Specific recommendations for their activities related to scientific development are contained in subsequent recommendations of SDB.

Instead of a continuing Scientific Development Board, it appears that a role such as the SDB played during 1954–1955 might just as well be performed as required by a short-term *ad hoc* committee of APA which would be charged with looking over the shoulder of all permanent boards and committees of APA, to come up with specific suggestions for the activities of those boards or committees that might be advantageous to the development of psychology as a science, or to recommend the creation of *ad hoc* study groups or work groups of limited duration on problems that could not properly be referred to existing boards and committees. Thus, the decision that there is no *continuing* requirement for a Scientific Development Board must not be construed to mean that the APA has no continuing responsibility for the scientific development of psychology. On the contrary, the Board believes that the APA has a major responsibility for the scientific development of psychology, insofar as such development can be fostered by organized action, and that it has within its present structure of boards and committees the necessary mechanism for accomplishing most desired organized actions.

The decision that the proper functions of SDB should be performed by periodic *ad hoc* committees is recognized to imply certain supporting decisions regarding these proper functions. In the first place, there was unanimous agreement that the Board should at all times guard against any real or apparent role as a producer of "research program guidance" in psychology—such guidance to involve the determination of areas of priority in support, identification of gaps in knowledge, etc. This was not to deny that psychology and psychologists might be benefited by a persuasive program analysis and "identification of gaps," but merely to insist that an elective and broadly representative group such as SDB was not the proper mechanism for such an effort. In fact, some later recommendations regarding integrative reviews of research areas emphasize the need, and the how and who, of getting something done along these lines. It was further agreed that such a committee should not be an operating board, i.e., it should not have funds assigned to it, nor should it serve as "principal investigator" or applicant for funds. Finally, it

should not serve as a "coordinating" agency either for committees and boards of the APA or for other agencies—such as the SSRC, NRC, NSF—concerned with the development of psychology as a science. Without these program-guidance, operating, and coordinating functions, the Board would have left only the function of making exploratory surveys of what is going on and what might be going on to promote scientific productivity. It believes that this function can best be performed by *ad hoc* committees of short-duration appointed from among outstanding contributors to psychological science—each with specific instructions to make a special report on factors that might facilitate, or that might be inhibiting, scientific progress in psychology.

With these considerations in mind the Board makes the following recommendations:

I. *It is recommended that the APA Scientific Development Board, as constituted at the 1954 meeting of the American Psychological Association, be terminated at the end of the 1955 meeting of the American Psychological Association.*

II. *It is recommended that the function of surveying the factors involved in scientific development of psychology be recognized as a continuing responsibility of the Policy and Planning Board, the Education and Training Board, and the Publications Board, and that any new look at the problem from outside the established structure of APA should be accomplished by ad hoc committees of limited duration created as the need for a "new look" is felt.*

[At its meeting on September 2, 1955, the APA Council of Representatives discussed at considerable length the foregoing SDB recommendations. The matter was temporarily tabled, pending further discussion and action on the other SDB recommendations. On September 6 the Council passed the following action:

"Council voted to accept the recommendation of the Scientific Development Board that the Scientific Development Board be discharged. The Council took this action with some hesitation, but did so because of the strength and unanimity of opinion of the Scientific Development Board, following its close study of the problems involved. The Council remains deeply concerned with the kinds of problems falling within the scope of the Scientific Development Board. It has been impressed by the achievements of the Scientific Development

Board during the year, not only for their own value but also as an example of how an APA board can productively contribute to the development of psychological science; and it proposes to continue to seek ways in which the APA can facilitate the research efforts of psychologists, either through existing boards and committees or through the establishment of special groups for this purpose. Because of the importance of this issue to psychology both as a science and a profession, the Council instructed the Board of Directors to review the situation at its spring meeting in 1956 and to make further recommendations to the Council subsequent to that meeting."]

SPECIFIC RECOMMENDATIONS

Any summary report of the Board regarding specific recommended actions thought to be related to the scientific activities of psychologists must necessarily lose the rich, varied, and sometimes heated, discussions of the Board and of those who contributed comments on its interim report. One generalization from this mass of ideation both within and without the Board appears to be incontrovertible: psychologists are worried about their science. They find the recognized advances and "break-throughs" too few and far between; they find the inference from scientific evidence to support certain types of professional activity too casually made; they find the competently trained and properly motivated scientist too infrequent among those given PhD degrees in psychology, and fear, accordingly, for what psychology may be like in 1965–1975; they see in the rejection rates of their scientific journals evidence of the wastage of potentially productive scientific manpower in psychology because of presumably unwarranted and misleading certification of competence in the tools of psychological science—through award of the PhD degree.

But they are also worried about the kinds of social action that this first worry might engender. On the one hand, there are many psychologists who would take organized directive action to remedy—for example—the inadequacies in the selection and training of scientific psychologists. On the other hand, there is a strong and verbal group of psychologists who insist that the remedy for the situation is individual freedom, local and self-generated action to improve training and facilitate the gifted scientist's productive work, a more self-conscious

dependence on scientific evidence of individual practitioners of psychology, and the sparing use of organized effort in explicitly nondirective ways to remove current "distractions" from scientific effort. By and large, the Board identified with the latter group, but with the qualification that certain essential functions currently being performed by APA, e.g., scientific publication, organization of scientific meetings, were necessarily group activities and were desirable even though sometimes directive in nature *provided* there was no attempt to inhibit the creation of other scientific societies with the same purposes.

Advice on Experimental Design and Statistics

Psychology is a quantitative and experimental science. The Board was greatly stimulated by a proposal that the APA offer statistical and experimental design services to psychologists before their investigations were initiated. This proposal was viewed against the background of a 40-60 per cent rejection rate for prime data articles submitted to the APA journals, and it was considered unfortunate not only to the individual but also to the science that many man-years of potentially productive empirical effort should fail to contribute their mites to the fundamental systematic knowledge of our science because of faults in methodology, including design and statistical analysis. Discussion of the proposal at the November meeting led to the suggestion that there might be an APA Research Advisory Group that would provide advisory services (a) at the request of the individual, (b) without obligation of the individual to accept the advice, and (c) without use of the advisor's or Group's name in any connection related to the support of the research or the publication of the product. This idea was enthusiastically received by a number of psychologists who wrote to the Board about its interim report, but was equally enthusiastically rejected by a number who believed that (a) the basic problem is not providing advice but providing adequate training of psychologists in our graduate schools, and/or (b) that such advice would cost more than it was worth, i.e., the time of productive people would be siphoned off into activities that would result in at best a moderate dividend to the science, and/or (c) that procuring such advice was essentially a responsibility of the individual scientist or his institution, and could not be efficiently or profitably managed from outside.

Although it recognizes that the present need for such advice is a consequence of inadequate training of psychologists in the essential tools for creative effort in their science, the Board is unwilling to accept the thesis that if a psychologist has inadequate training in these tools he should be discounted altogether as a resource. On the other hand, the proposal for an APA Research Advisory Group is judged not feasible at this time, and unwise when the risk of distracting productive scientists from their own work is considered. As alternatives it proposes a three-pronged attack on the problem: (a) through the encouragement of junior psychologists to make more routine and unself-conscious use of their graduate institutions for such advice and the encouragement of graduate institutions to provide such expert services; (b) through the encouragement of integrative reviews of methodological and experimental design problems in special research areas; and (c) through the exchange of ideas among graduate institutions regarding the present and future needs of psychologists for methodological, mathematical, and statistical tools. The second of these suggestions is encompassed in part by a later specific recommendation regarding "integrative reviews of the literature," and in part—together with the third suggestion—by the following recommendation:

III. *It is recommended that the APA Education and Training Board sponsor a summer seminar on "Experimental Design and Inference in Psychology" for the purpose of (a) planning a training course or program on the Fundamentals of Experimental Design and Inference in Psychology" as an advisory service to all institutions giving graduate degrees in psychology, and (b) publishing a summary of the seminar discussions as guidance to further systematic analysis of the problem.*

[The APA Council of Representatives passed the following motion relative to SDB recommendation III:

"It was voted that Council request the Education and Training Board to sponsor a summer seminar on "Experimental Design and Inference in Psychology" for the purpose of (a) compiling suggestions for a training course or program on the Fundamentals of Experimental Design and Inference in Psychology, any resulting materials to be made available to all institutions giving graduate degrees in psychology, and (b) publishing a summary of the

seminar discussions as guidance to further systematic analysis of the problem.”]

The long-range problem of the training of research psychologists led to two specific recommendations, as follows:

IV. *It is recommended that the APA Education and Training Board sponsor a study of the ability and training characteristics of applicants for graduate training in psychology (preferably in 1956) as a fact-finding study to provide data for (a) determination of ability and training deficiencies related to scientific productivity, and (b) determination of a data-gathering design which would permit continuous definition of trends in the ability and training characteristics of applicants for graduate training in psychology.*

[With respect to the SDB recommendation IV, the Council of Representatives passed the following motion:

“It was voted that Council request the Education and Training Board to undertake to collate available evidence concerning trends in the ability and training characteristics of applicants for graduate training in psychology and, if the need is indicated, to formulate a research proposal for a continuing study of this problem, which can be submitted for financial support, possibly in collaboration with one of the other sciences.”]

V. *It is recommended that the APA Education and Training Board sponsor a conference of psychologists who are acknowledged pioneers in experimental, quantitative, and theoretical methodology for the purpose of estimating the knowledge and skill requirements of research psychologists capable of mastering the literature and contributing to the scientific development of psychology in 1965.*

[With respect to SDB recommendation V, the Council passed the following motion:

“It was voted that Council request the Education and Training Board to sponsor a conference of psychologists who are acknowledged pioneers in experimental, quantitative, and theoretical methodology for the purpose: (a) of estimating the knowledge and skill requirements of research psychologists capable of mastering the literature and contributing to the scientific development of psychology in 1965, and (b) of publishing a summary of the conference discussion as a guide to training departments.”]

Sources and Kinds of Research Support

Information about research support. The Board considered both the requirement for the dissemination of information regarding sources of research support in psychology and the need for special types of research financing. With respect to the first of these considerations, its conclusions were that the problem areas given research support by the Federal Government were adequately summarized in a quarterly publication of the National Science Foundation, that the only feasible way for interested psychologists to obtain a summary of private foundation support of psychological research was through the *American Foundations News Service*, published by the American Foundations Information Service, and that state and local government support and regional or local private foundation support would not be of general interest and would have to be explored by the interested individual. In the opinion of the Board, an APA-sponsored continuing information service on these matters would be prohibitively costly and of questionable value to individuals, over and above the present sources of information. Nevertheless, it recommends the following limited action:

VI. *It is recommended that the editor of the American Psychologist solicit a brief article in which available sources of printed information regarding sources of support for psychological research are identified, in which other less formal sources of information are described, and in which certain practical considerations involved in obtaining such research support are discussed.*

[The Board of Directors passed along SDB recommendation VI to the editor of the *American Psychologist* and instructed him to act on it.]

Grants-in-aid. The Board discussed at length the question of the desirability of small grants-in-aid for psychological research—grants to cover the purchase of special equipment, secretarial aid, assistantship aid, etc., usually not to exceed \$2,500. It was agreed that this type of grant was desirable, if freed of long delays and voluminous justification, and further agreed that this type of operation should be more appropriately performed by the SSRC, NSF, American Philosophical Society, Sigma Xi, NRC, and others, than by an agency or committee of the APA. It further noted with approval that the SSRC maintained such a small grants-in-aid program, and that the Division of Anthropology

and Psychology of the NRC had recently taken steps to obtain funds to support such a program.

VII. *It is recommended that the APA, through its representatives to the SSRC and NRC, express its firm concurrence in and support of the efforts of those organizations to make available small grants-in-aid to psychological scientists.*

[The Council of Representatives passed, as is, the SDB recommendation VII.]

Grants of fluid research funds. The Board examined the claims of certain psychologists who had been the recipients of fluid research funds from the Ford Foundation that such research funds were maximally useful in the promotion of scientific endeavor since they were immediately available (a) to take advantage of promising research leads, and (b) for the purchase of special equipment and/or unique personal services. Although the granting of such fluid research funds is obviously a matter of policy determination by the donor, the Board desired to go on record, but without specific recommendation for APA action, favoring the use of this device to foster research programs under the stewardship of proven major contributors to empirical and theoretical psychology.

Support for integrative reviews of research areas. One of the deficiencies of contemporary psychology most frequently commented upon is the dearth of definitive integrative and constructive reviews of the state of knowledge and theory in connection with problems or areas of psychology. This comment is not new. Recent editors of the *Psychological Bulletin* have commented informally to the Council of Editors regarding the general lack of interest in this important aspect of the scientific process, and the deplorable lack of interest in this type of activity by the experienced senior scientists in psychology. This is not to imply that the competent scientist does not perform the scholarly functions as they pertain to his research problem or program; instead, it appears that he lacks the time or motivation to carry through the process of making his scholarship, his inferences and theoretical integration, a matter of public knowledge and an aid to his contemporaries and all who follow him.

The lack of such technical summaries and integrations in our literature undoubtedly affects the sophistication of young scientists regarding the methodological snares and delusions of certain areas of research, the rapidity with which young scientists can move to the frontier of an area of research, the

infrequency with which critical studies are replicated—exactly or functionally—and the frequency with which new contributions are degraded in value through lack of an integrated understanding of what has gone on before. All these unfortunate consequences can only become more serious at an accelerating rate, in view of the steady expansion of scientific publication in psychology.

As best the Board, and its letter contributors, could understand the "why" of this situation, it seemed to be the product of (a) the emphasis placed by research-supporting and fellowship-supporting agencies on the production of new knowledge rather than the integration, for public use, of what has gone before, (b) the lack of status rewards for such scientific effort, and (c) the lack of appropriate publication outlets for monographic integrative and creative reviews. With reference to the first and third points, it was noted, for example, that the armed forces not infrequently contract for such reviews by highly qualified psychologists as the first phase in a contract program—thus demonstrating that the work can be done if adequately supported—but that the detailed products of these efforts frequently find only nonstandard publication and limited distribution or else acceptance by our established journals in greatly abbreviated form.

The remedy for this situation was not, in the view of the Board, the direct subsidization of such literature review efforts as a unique form of support, but the encouragement of all research supporting agencies to consider such published reviews as of comparable importance to the conduct of new research and the granting of all varieties of research support—research leaves, senior postdoctoral fellowships, secretarial assistance, etc.—for such efforts. In order to promote the collective interests of psychologists in these matters, the Board recommends the following action:

VIII. *It is recommended that the APA Publications Board be advised (a) to recommend action to APA for the creation and support of a monographic series devoted to the publication of current integrative experimental, theoretical, and/or methodological reviews of the psychological literature; (b) to determine the existence of such recently completed reviews in irregular or nonavailable publications, the existence of such reviews in preparation, and the expressed needs of psychologists for specific reviews, and (c) through these actions to make known to all research supporting agencies and to*

psychologists themselves the extreme importance this type of scientific activity has in the eyes of those concerned with the training and productivity of scientific psychologists.

[The Board of Directors "referred to the Publications Board for favorable consideration" the recommendations under *a*, *b*, and *c* above.]

Research fellowships. It was suggested that the Board take responsibility for assembly and distribution of information regarding the availability of research fellowships. It is the view of the Board that this service is a proper interest of the APA Education and Training Board and a proper function of the *American Psychologist*. Also, it would appear that normal channels of communication spread the word adequately. However, the Board noted that the purposes of postdoctoral research fellowships are defeated by the present low stipends, and that it would be a significant encouragement of scientific endeavor if the stipends were made competitive with present initial post-PhD academic salaries. It further noted that there is an almost complete lack of senior research fellowships, with adequate stipend, for proven senior scientists in psychology. The concept here is that there should be competitive research fellowships for quarter, semester, or annual terms which would compensate the individual at his normal salary, and which would not require that he move from his home institution (although such might be permitted if advantageous to the accomplishment of the research). Some progressive universities now grant such "research appointments" to staff members for quarters or semesters, but the practice should be more widespread and on a national basis. If such were the case, the distractions suffered by the programmatic investigator could be greatly alleviated, at least periodically.

IX. *It is recommended that the Board of Directors propose, and the Council of Representatives adopt, a resolution that the full contribution of senior psychological scientists to the development of basic knowledge and theory is not being realized because research fellowships for such senior scientists have not been established on a national basis in numbers sufficient to the need; that the creation of such fellowships in sufficient number and with adequate stipends will accelerate the advance of psychology during the immediately succeeding years of critical shortage of scientific manpower; and that this resolution be transmitted to the National*

Science Foundation as well as to private foundations that support the advancement of psychological science.

[In response to recommendation IX, the Council passed the following action:

"Council voted that APA go on record as strongly favoring the further development of adequate research fellowships for senior scientists, and that this sentiment be transmitted to the National Science Foundation as well as to private foundations that support the advancement of psychological science."]

Facilitation of special meetings. It was suggested that the Board might facilitate the creation of seminars, study groups, symposia, and other devices for assembling psychological scientists for the purpose of accelerating the distillation of empirical findings into generalizations and theoretical advances. It was recognized that most such activities are properly generated by special interest groups, and that only some of these go through APA for organizational sanction. Although some letter contributors to the Board expressed strong disapproval of these activities, reports from the participants and sponsors are generally commendatory, and the Board considers them, especially the "summer seminar" type of activity, to be important devices for speeding the interaction and resolution of differences regarding research ideas, methodology, and theory. As for APA involvement, it was agreed that this was a matter for the Board of Directors to decide, and that, therefore, it should seek the advice of an *ad hoc* group of specialists when APA backing was requested, rather than turn to an elective permanent group such as the Scientific Development Board.

X. *It is recommended that APA express general approval of the value of extended research conferences on specific problems and that, when asked to give approval, the Board of Directors seek out the advice of an ad hoc group of specialists in the area under consideration.*

[The Council of Representatives took no action on recommendation X. The Board of Directors recorded in its minutes the SDB advice.]

Recommendations Regarding Methodology

A substantial proportion of the time of the Board during its first meeting was devoted to the—apparently—controversial topic of whether or not APA should attempt to formulate methodological

guidelines for research in special areas, or on special problems. The controversial nature of this topic stems from the perception of such efforts at formulating "methodological standards" as an attempt to regiment research and to curtail the ingenuity of individual scientists. Although the logic and implications of this matter probably deserve a full scale APA symposium or series of symposia, the Board finally agreed that the effort *could* lead to technical recommendations—rather than rigid "standards"—regarding methodological matters, and that the problems faced and the materials produced in such an effort should be made the object of two pilot efforts under Board auspices.

Selecting the two research areas that would be the defining operations for such a methodological analysis became quite a problem in itself, not because there were too few such needy research topics but because the Board could think of too many. As an example of the range of interest reflected in this discussion, the following possible topics for methodological analysis were suggested: eyelid conditioning, measurement of verbal-perceptual thresholds, use of electric shock, materials and conditions of rote verbal learning, tasks and conditions in motor skill learning, rat populations, the Skinner Box, attitude scales, flicker fusion, GSR conditioning, rat mazes, factor analysis, motivation schedules in animal experimentation, stress techniques, measurement of mental patient status, conflict techniques with rats, sociometric techniques, and psychophysical methods. In part to keep the pilot tasks as narrow as possible, and in part to represent at least two different general areas of interest in psychology, eyelid conditioning and the measurement of verbal-perceptual thresholds were selected for the pilot studies.

An *Ad Hoc* Committee on Technical Recommendations for Research on the Conditioned Eyelid Response (G. Robert Grice, Chairman; E. R. Hilgard, and K. W. Spence) and an *Ad Hoc* Committee on Technical Recommendations for Research on Verbal-Perceptual Thresholds (C. P. Duncan, Chairman; J. S. Brown, W. E. Kappauf, and R. L. Solomon) were appointed in December 1954, and given limited funds to support physical meetings and the preparation of reports. They were informed of the Board's uneasiness with respect to the matter of arbitrary standardization, and of its desire to have the committees compile technical recommendations without authoritarian overtones,

and with as much attention to how they went about the job, including the difficulties encountered, as to the production of the recommendations.

The Committee on the Conditioned Eyelid Response has had one meeting at which certain work was planned, but has been unable to complete its report. The Committee on Verbal-Perceptual Thresholds submitted its report on July 15. The Board has accepted this report with commendation and has requested the Committee to continue through an evaluation of the report. The report will be duplicated by the APA Central Office and will be distributed to psychologists who have worked or are working in the area, to members of the Board of Directors, and to all correspondents of the Board who indicated an active concern—pro or con—with respect to the formulation of methodological recommendations or standards. All these individuals will be requested to react to the specific report in terms of its usefulness and to suggest revisions or additions looking toward the eventual publication of the document for general inspection and use as a prototype of what might be accomplished by a similar effort in other areas. The Committee on the Conditioned Eyelid Response has been requested to follow the same course of action.

The Board initiated and supported these efforts for the purpose of providing concrete examples for use in further open consideration of the feasibility, usefulness, and potential dangers of further efforts to summarize, integrate, and evaluate the methodological know-how of psychologists in specific areas of research. It is anticipated that those particularly confident that such methodological efforts will advance the development of psychological science can be counted on to follow through such programs as may be indicated by the success of these prototypes. In any event, the Board considers any *action* program regarding such methodological matters—which would certainly proliferate widely and require substantial support for personal services, transportation, etc.—to be an operating function not properly or efficiently performed or supervised by the Board. Since the Division of Anthropology and Psychology of the NRC expressed a substantial interest in this problem simultaneously with the establishment of the Board:

XI. *It is recommended that the final products of the ad hoc committees on technical recommendations be considered for publication as official APA*

documents in the American Psychologist and that these and all supporting documents be made available to the Division of Anthropology and Psychology of the National Research Council for its guidance in furtherance of methodological studies in psychology, if that Division desires to undertake such studies.

[On recommendation XI, Council passed the following motion:

"It was voted that the Scientific Development Board *ad hoc* Committees on Verbal-Perceptual Thresholds and on the Conditioned Eyelid Response be allotted budgets of \$500 each for the completion of the tasks under way."

It was the idea of Board and Council that the committees should complete their tasks and that decisions about publication should be made when the final reports are in hand.]

Data-reduction techniques and services. At the November meeting of the Board, John Leiman was appointed as a committee of one to advise the Board regarding the need for, and problems to be encountered in, attempting the assembly and distribution of information regarding high-speed computers, autocorrelation techniques, and other data-reduction and computing techniques of potential value to research psychologists. His report strongly suggested that psychologists will find increasing use for such special devices and techniques, but that the appropriate and efficient use of such devices and techniques requires a very high level of technical specialization and a continuous alertness to new developments. Further, it was clear that there were already many well established periodicals, conferences, and other media, as well as a rapidly growing experience among psychologists, regarding these techniques. The Board decided that the immediate need of psychologists was for a general summary article on data-reduction and computer equipment and techniques in which the possible uses and misuses of such equipment, and sources of information about such equipment and techniques for programming the equipment for psychological problems, would be detailed.

XII. *It is recommended that either the Editor of the American Psychologist be requested to solicit an article on this subject or that the APA indicate its interest in and support of such a venture to the Division of Anthropology and Psychology of the*

National Research Council, with the request that that body consider the desirability and feasibility of fostering such an effort.

[With respect to recommendation XII, the Board of Directors "requested Division 5 to consider the possibility of that Division's sponsoring an *ad hoc* committee which would inquire into data-reduction techniques and services, requesting APA's support if necessary, and would submit a report at the spring meeting of the Board."]

Standardization of laboratory equipment. As a consequence of the expressed interest of the Division of Anthropology and Psychology of NRC in promoting the standardization of psychological laboratory equipment through the exchange of equipment, engineering drawings and specifications, and subsidized development of equipment with the desired standard design where none now exists, the Board invited J. S. Brown to attend its November meeting for a discussion of this matter. The Board considers this to be a very worthwhile endeavor, but in line with its general policy decision regarding operating functions, believes that the NRC should be encouraged to pursue the matter with assurance of the full cooperation of APA and its interested members. Therefore:

XIII. *It is recommended that the Division of Anthropology and Psychology of NRC be encouraged to accept responsibility for needed refinement and standardization of special laboratory equipment frequently employed by psychologists, with assurance that this effort is commended by APA and will receive the full cooperation of APA.*

[The Council of Representatives passed recommendation XIII as is.]

Awards for Outstanding Scientific Contributions

The Board received from several individual psychologists the recommendation that it consider the matter of awards for outstanding scientific contributions. It received a similar recommendation from the Board of Directors. It appears that psychology has many fewer awards of this type than other sciences. After extensive consideration of the rationale for such awards, the Board agreed that such honoring of psychologists for outstanding scientific work would give high recognition to the deserving individuals, and would honor psychology as much as the scientist. The Board could not,

however, accept the sometimes stated thesis that such awards would motivate more and better scientific work, even if given in some profusion and early (say 7-10 years beyond the PhD degree in the career of the scientist). The following recommendations were adopted:

XIV. *It is recommended that the APA create three awards for outstanding theoretical and/or empirical contributions to the science of psychology, these awards to be designated as "APA Distinguished Scientific Contribution Award (General Experimental Psychology) (Social Psychology and Personality) (Psychometrics and Methodology)"; the award in each case to consist of a scroll on which is inscribed a complete transcript of the citation of the specific scientific contribution(s) for which the award is given, a medallion, and an honorarium of \$1,000; the award to be presented at the next APA meeting after selection and announcement of the award and on the occasion of the presentation of a special scientific address by the recipient.*

XV. *It is recommended that the supporting actions to implement the awards be as follows: (a) Not more than one nominee for each award should be selected (the committee is not obligated to nominate anyone) by a 3-member committee appointed by the Board of Directors from among scientists noted for their identification with the area under consideration, one member to be appointed each year and the senior member to serve as chairman; (b) any Fellow of the APA should be privileged to submit one nomination for an award, with an appropriate citation and supporting documents, to one of the award committees; (c) election of the award recipient should be by the Board of Directors (with the privilege of rejecting the committee's nominee, thus voiding the award for that year), and confirmation by the Council of Representatives; (d) the full cost of these awards should be borne by the membership of the APA through apportionment of dues; and (e) the first awards should be announced at the 1956 meetings of the APA.*

[With respect to recommendations XIV and XV, the Council of Representatives passed the following motion:

"Council voted that there be created three annual awards of \$1,000 each for outstanding theoretical and/or empirical contributions to

the science of psychology, these awards to be designated as "APA Distinguished Scientific Contribution Awards"; and that a three-member *ad hoc* committee be appointed to work out the ground rules for operating these awards. Members of this *ad hoc* committee will be chosen to represent the entire spectrum of psychology as science, and the committee's first task will be that of delineating in some detail, before the 1956 Spring meeting of the Board of Directors, the three broad areas of contributions for which the awards will be made. At that time, the Board of Directors will nominate, for Council approval, three three-member Awards Committees which will be responsible for choosing the first recipients of awards to be announced in September of 1956."]

FISCAL MATTERS

The Scientific Development Board was allotted a total of \$2,750 for expenses during 1954-1955, of which \$1,000 was allotted for the expenses of the two *ad hoc* committees on technical recommendations. An accurate accounting of these funds is not possible at this time since all bills have not been received. However, the Board did not exceed its allotment for the two meetings and other expenses involved in the distribution of the interim report, and both *ad hoc* committees have substantial and adequate balances in their allotments for the completion of their work.

XVI. *It is recommended that present balances in the allotments to the ad hoc committees on technical recommendations be carried over into 1955-1956 and made available to the committee chairmen for the expenses involved in the completion of the work assigned to them by the Board.*

[For Council action on this recommendation see note under recommendation XI.]

Respectfully submitted,

LEE J. CRONBACH

JOHN C. EBERHART

PAUL R. FARNSWORTH

LEON FESTINGER

CARL I. HOVLAND

LYLE H. LANIER

ARTHUR W. MELTON, *Chairman*

KENNETH W. SPENCE

BENTON J. UNDERWOOD

REPORT OF THE COMMITTEE ON RELATIONS BETWEEN PSYCHOLOGY AND EDUCATION

THE preliminary report of this committee (September, 1954) called attention to the following problems:

a. Feelings of estrangement between members of the psychology department and of the school of education and between educational psychologists and other psychologists are reported from many campuses.

b. As one aspect of this estrangement there is a general tendency for schools of education to substitute courses in Child Development or Human Growth and Development and mental hygiene courses, frequently taught by nonpsychologists, for courses in educational psychology.

c. Where educational psychology has maintained its traditional place in the teachers college curricula it is, more often than not, taught by nonpsychologists.

d. Associated with this, perhaps as a result, are reports of difficulties in recruiting a sufficient number of able students for training in educational psychology.

More recently, a review of seven educational psychology texts published since 1952 (Some Recent Texts in Educational Psychology, D. Snygg, *Psychol. Bull.*, in press) indicates that the fields of educational psychology and experimental psychology, in particular, are moving so far apart that authors in each show little awareness of or interest in what is happening in the other.

It seems that if psychology is to contribute what it should to education and derive the benefits that it can derive from education as a field of application and research, a number of barriers to communication and cooperation will have to be broken down.

Barriers Between Psychology and Education

The most obvious barrier, of course, is the one between psychologists and educators. Psychology and education are less tangential disciplines than interpenetrating fields whose common boundaries are often vague and not clearly defined. In the one, activities vary from cortical functioning in a rat to international tensions; in the other, from phonics to bond issues. This diversification in ac-

tivities and area of interest in each field make it dangerous to generalize about either psychologists or educators.

Nevertheless, some generalizations can be made. Psychology, in one sense, is a basic science upon which education as a profession draws for some of its principles and techniques. The differences between a basic science and a profession imply differences in the value systems of persons who conceive of themselves as members of one group or the other. From these differences flow others—differences in interests, activities, problems, even vocabularies.

A second barrier to communication is found in colleges and universities in the form of a kind of hierarchical relationship in which the older disciplines are at the top and the social sciences as a rule are toward the bottom. It is not necessary to describe to psychologists the kind of behavior that might be expected on the part of the members of one low group toward those of another to which it considers itself slightly superior. In some institutions the expected behavior is found. In institutions where the level of research and of teaching may not be as high in education as in the psychology department, or vice versa, there are likely to be rather definite reasons for such a situation in the form of budgetary allotments or administrative bias or neglect. It is the opinion of the committee that it would be more advantageous to both departments to work rationally toward an improvement of the situation than to follow the precedent of the chicken yard.

One result of existing barriers between psychology and education at the college and university level is the creation of a similar barrier in the public schools where psychologists are employed. Many cases are reported of their failure to understand the complex organization in which they find themselves. As a consequence they may bring psychology into disrepute in many groups where it should find its staunchest support.

The barriers between education and psychology have also given rise to unfruitful divisions within psychology itself. In some instances the educational psychologist finds himself isolated from both

groups, being regarded by the educators as a psychologist and by the psychologists as an educator. In either case, as a member of the out-group, his values and contributions are under suspicion.

RECOMMENDATIONS

To help open up channels of sympathetic communication and cooperation the committee suggests the following three-fold program to be carried out on the local level in colleges and universities, within the APA as a whole, and on a national level in cooperation with the national educational societies concerned.

I. Institutional Program

To improve communication in the colleges and universities we suggest:

1. Combined academic meetings such as the joint sponsorship of lectures and panel discussions.
2. General invitations to meetings sponsored by one group in which members of the other group might be interested.
3. Special invitations to individuals who presumably might be particularly interested (e.g., a lecture on the psychology of esthetics to those responsible for the teaching of literature, music, and art, or to a lecture on the retarded reader in the regular classroom to those who teach learning theory and social psychology).
4. A joint committee made up of members of the psychology and education departments to work out possible joint research projects and joint programs of instruction.

Such a joint committee would often make unnecessary a costly duplication of facilities.

5. Similarly, joint programs of instruction could advantageously be developed.

The committee realizes that the mere suggestion of ways to penetrate the communication barrier will in many cases be insufficient. Tradition, established routines, habitual attitudes, in-group and out-group rivalries, and even possible threats to status are all operating against it. The process of change is likely to be slow and reluctant even when it is perceived as desirable unless some personal involvement of the groups concerned is achieved.

II. APA Program

It therefore recommends that the various divisions of the APA, in planning their 1956 programs

give earnest consideration to the scheduling of panels and symposia to discuss the implications of current work and theories in their areas for educational practice. Since a primary objective of such programs is a fruitful cross-fertilization of ideas from sources now more or less out of touch with one another it seems desirable that these sessions be under joint sponsorship by two or more divisions or be scheduled at times when members of other divisions can attend. It is important that even the most unlikely sources be explored.

III. Intersociety Workshop

The relationship between psychology and education cannot be clarified or enlarged by psychologists alone. It seems necessary to secure the involvement of all who, *de facto*, have influenced the definitions of the educative process and those who, *de jure*, must be involved. Such individuals and groups can be identified in several ways, most probably through the cooperation of the American Association of Colleges for Teacher Education, The National Society of College Teachers of Education, the National Association of Teachers of School Administration, the American Society for Curriculum Development, the American Association of School Administrators and others. The outcome would be the identification of a group of knowledgeable persons who represent those who have responsibility for the construction of educational theory (philosophers in education, psychologists in education, sociologists in education), those whose primary interest is in the generation and evaluation of educational procedures (e.g., curriculum constructors, methods instructors, administration instructors), and those who have administrative responsibility for the conduct of educational programs (e.g., public school administrators and deans and chairmen of teacher-education institutions).

On the assumption that such a group of persons can be selected and interested, it seems appropriate to propose that a subvention be sought from some foundation or from the groups concerned for a conference which would meet for at least one week in the summer of 1956 and for the publication and distribution of its report. The purposes of the conference would be (1) to obtain a clearer view of how psychologists and educators perceive each other, (2) to define more clearly the roles and role expectations of each for the other, and (3) to

clarify the contributions that each group might make to the other.

In making this recommendation the committee assumes that the APA representatives to the conference will include members of divisions not ordinarily thought of as directly concerned with education.

IV. APA Conference, 1957

Following the intersociety conference in 1956 we would look forward to an APA conference in the following year of representatives of the APA divisions that in one way or another might be concerned with educational problems, a definition that might very well include all divisions. Since this would be preceded by the planned divisional programs at the 1956 meeting of the APA wherein each division willing to participate would consider its possible orientation to educational problems, a report from each division as well as from the 1956 intersociety conference would be available.

The purposes of this 1957 conference would be (1) to make its members aware of the scope and complexity of the interrelated problems, (2) to work out detailed means for improving communication among those concerned with educational problems, and (3) to clarify the kinds of services psychologists might perform in the interest of a better educational program, and (4) to draw up suggestions for a training program for those employing psychological theory and technique in an educational setting.

If this conference is held during the summer of 1957 the representatives will be able to report back

to their respective divisions at the 1957 meeting of the Association.

SUMMARY

The committee recommends:

1. That at the local level all available means be employed to improve communication between those engaged in psychological and in educational work. (See text for specific suggestions.)

2. That an intergroup conference be held during the year 1956 involving psychologists and educators for the purpose of clarifying the conditions under which mutual understanding and cooperation may best be achieved.

3. That the several divisions devote a portion of their 1956 programs and discussions to the relationships of their divisions to educational problems, and

4. That an intragroup conference of psychologists representing the several divisions be held during the year 1957 for the purpose of clarifying the issues and making recommendations concerning the suggestions coming from the 1956 conference and from the 1956 program sessions of the APA, looking toward implementation.

Respectfully submitted,

ARTHUR COLADARCI

N. L. GAGE

ERNEST HAGGARD

PHILIP KRAUS

MORRIS KRUGMAN

WILLIAM CLARK TROW

DONALD SNYGG, *Chairman*

HEALTH AND ACCIDENT INSURANCE FOR PSYCHOLOGISTS

BENJAMIN SHIMBERG

Chairman, Health and Accident Insurance Committee

AFTER three years of intensive study, the APA Health and Accident Committee has recommended an insurance plan which will pay benefits up to \$100 a week when an insured member is unable to work because of sickness or accident. The Board and Council have approved the plan, and it will go into effect as soon as a sufficient number of members have applied.

Many other professional groups—doctors, lawyers, engineers—have operated successful health and accident plans on a local, state, and national basis. Our own health and accident committee was set up to study this problem after the Central Office received numerous requests that the APA should also make this type of insurance available to psychologists.

Some readers are doubtless wondering why health and accident insurance is needed and why it has become a matter of concern to other national organizations.

The need becomes fairly obvious when one considers that last year nearly 10,000,000 Americans suffered a disabling accident, that 350,000 were disabled permanently, and that 96,000 died as a result of accidents. For every accident there were five or six illnesses. Forty-three thousand new patients were hospitalized every day for an average of twelve days. One in five underwent major surgery.

When a person is sick or injured he faces many extraordinary expenses in addition to his usual fixed expenses. Blue Cross and Blue Shield insurance will help him to defray the costs of hospitalization and at least part of his medical fees. If he carries some type of major medical insurance, he will also be reimbursed for other expenses such as nurses, drugs, and special treatments. However, in the event that illness or injuries prevent him from working for months or even years, one might ask how he will meet his family obligations—rent, bills for food and clothing, and the many other expenses which continue even when the wage earner is incapacitated.

This problem is especially acute for the psy-

chologist who is self-employed. When he is unable to work, his income stops almost immediately, but his office and personal expenses continue. Psychologists who are on a regular salary often have some sick leave and vacation time which they can use to provide a steady flow of income during a short-term illness. However, when these are gone, they may face a prolonged period during which expenses continue to mount, while income ceases altogether. This may work a great hardship on the family, cause much worry, interfere with the individual's recovery, and saddle him with debts for years to come.

It is possible to insure oneself against this hazard on an individual basis, but relatively few people do so because of the great cost involved, especially for those in the upper-age brackets. Individual non-cancellable policies cost considerably more than those which may be terminated at the option of the company. The person who buys a cancellable policy to save money may discover that he has lost the protection of his policy at the very time he needs it the most—that is, when he gets older or when some disease or disability shows signs of causing him trouble.

Group plans under the sponsorship of a professional organization provide the maximum of protection for a minimum cost. They generally offer broader benefits than individual policies, require no physical examination, and the premiums do not increase with age. Once issued, no individual policy can be cancelled (or restricted in any way) as long as the insured pays his premiums, remains a member of the association, continues actively at work, and so long as the group contract remains in force.

The APA Health and Accident Insurance Committee conducted a thorough study of various plans in operation and sought the advice of many experts in this field. In a survey of twenty large national professional organizations which provide voluntary health and accident insurance plans for their members, the committee found no dissatisfaction what-

ever with the operation of these plans; on the contrary, the executive secretaries who replied reported that members were very pleased with the way claims had been handled and that enrollment in their plans had increased steadily.

With the help of experts, the committee developed general specifications for the types of coverage it believed would best meet the needs of APA members. Proposals were received from most of the major companies in the health and accident field which are willing to write policies on professional groups. Prolonged negotiations were conducted both through brokers and directly with company representatives. The committee sought to obtain not only the broadest coverage at a competitive rate, but also some type of retention agreement, which would refund to our members any excess premium in the event that our loss experience proved to be favorable.

The plan that has been finally worked out with representatives of the Liberty Mutual Insurance Company of Boston incorporates all of the features which the committee considered essential. The rates are lower than those quoted by any other company, and in addition members will receive "dividends" whenever our loss experience warrants a refund. The committee is aware of no other national professional plan which includes a definite formula as a basis for determining when a refund is to be made and how much it shall be.

Liberty Mutual is well known in the insurance field as one of the largest writers of workman's compensation insurance and it has had considerable experience in providing health and accident insurance to major industrial and business concerns. Best's analysis of insurance companies gives Liberty Mutual A+ as its "General Policy Holder's Rating" and AAAAA as its "Financial Rating." Both ratings are the top category given by the Best organization and should provide our members some assurance as to the soundness of the company with which we are dealing.

DETAILS OF THE LIBERTY MUTUAL PLAN

The Liberty Mutual Plan will be described fully in a brochure which every member will receive in the mail. In addition, those who enroll will receive a certificate outlining the specific benefits to which they are entitled under the plan.

Members may purchase income protection ranging from \$25 to \$100 a week, depending on their

individual need. The premium depends on how much protection is desired and how long the person is willing to wait before he becomes eligible to collect benefits.

If a person wishes his benefits to begin on the first day that he is unable to work because of an injury or after the seventh day of illness, he will pay a higher premium than the person who can afford to wait four weeks before his benefit payments commence. It is this difference in waiting period which accounts for the differences in the rates quoted. Otherwise, all benefits and provisions listed below apply to each member insured under the plan, regardless of the amount of the weekly benefit or the waiting period selected.

1. Sickness benefits may continue for as long as *two* years for any one illness.

2. Payments for injury may continue for the *lifetime* of the insured should he be totally disabled. For the first five years, the insured would be paid for inability to engage "in his own occupation." After that, he would receive benefits as long as he was unable to perform the duties of "any occupation for which he is reasonably fitted by reason of education, training, or experience."

3. All sickness, including mental illness, and injuries are covered. The only exceptions are disabilities caused by pregnancy, childbirth or miscarriage, suicide, noncommercial air travel, war, military service, and disabilities not treated by a legally licensed physician.

4. When an insured member is injured in an accident—regardless of the degree of disability involved—the policy will pay up to \$100.00 for expenses incurred—such as treatment by a physician, hospital confinement, X rays, drugs, employment of a registered nurse and similar expenses arising within 26 weeks of the accident.

5. The principal sum of the policy is \$1,000. In the event of death occurring within 180 days from the date of accident, the principal sum is paid *in addition* to all other benefits. The principal sum is also paid for dismemberment occurring within 180 days of an accident.

6. If premiums fall due during a period of disability which has been continuous for six months, payment of premium will be waived during the remainder of the period for which benefits are payable.

7. House confinement is not required to collect benefits.

8. All benefits are payable regardless of other insurance carried, or the amount of salary received from an employer during the period of disability.

9. No individual policy may be cancelled or restricted in any way as long as the insured pays his premiums, remains a member of the Association, continues actively at work (up to age 70) and so long as the group contract remains in force.

All members in active full-time employment are eligible to apply up to age 70. Once the plan goes into effect, all present members of the Association

will be insured regardless of physical condition or medical history, provided they apply within 31 days after the effective date is announced. New members will have a period of six months within which to apply without evidence of insurability.

The effective date will be announced at the end of the charter enrollment period, or as soon as a sufficient number of members have enrolled. Applicants will be billed as of the date their insurance goes into effect.

The basic coverage outlined above would cost approximately:

Weekly Benefit	Annual Premium	
	1st day accident- 8th day sickness	4 weeks wait for both sickness and accident
\$100	\$123	\$77.50
75	93	59.50
50	63	41.00
25	33	22.50

Payments may also be made on a quarterly basis at a slightly higher rate.

Liberty Mutual will set up a special office in Washington to administer the APA plan. All inquiries about the plan, collection of premiums, and handling of claims will be the responsibility of this office. Most claims will be settled entirely by mail, requiring only the statements of the insured and his physician as to the nature and duration of the illness. Should a questionable claim ever arise, it would be settled by arbitration.

In making this plan available to its members, the APA has not assumed any financial liability, nor will any costs of administering the plan be borne

by the Association. The master contract between the Association and the company is renewable on an annual basis and may be terminated by either party. The APA Board may also transfer this insurance to another company if such action should be deemed advantageous to our members.

If the tone of the negotiations between the insurance committee and representatives of Liberty Mutual is any indication of "things to come," the APA should have a long and highly satisfactory relationship with this company in the years ahead. The Committee found the home office representatives very flexible in their approach to the problem and willing to develop a program tailored to the needs of our organization. At the same time, they seemed to be quite conservative where rates and underwriting procedures were concerned.

When informed that the APA Board and Council had unanimously approved the plan submitted by Liberty Mutual, Mr. Rodger Salzman, in charge of group insurance for this company, wrote: "... I want you to know that we are going to do everything possible to justify your faith in us and make your plan an outstanding success."

Members of the Insurance Committee, this year, have been Joan Criswell, Elliott Danzig and Benjamin Shimberg. Franklin V. Taylor was the previous chairman of the group. Carl Rush, representing the Central Office, has also worked closely with the committee on an *ex officio* basis and has rendered valuable assistance, especially in helping to obtain the unique refund provision which may save our members thousands of dollars each year.

THE WORK OF THE AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

1955 Annual Report

AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY, INC.

THE American Board of Examiners in Professional Psychology presents a cumulative record of its work to July 15, 1955, in the certification of advanced specialists in fields of professional psychology.¹ This is the eighth annual report of the Board to the Council of Representatives of the American Psychological Association and to the membership of the American Psychological Association and the Canadian Psychological Association.

CANDIDACIES RECEIVED

To the date of this report, 1,891 candidates have applied for the diploma of this Board. Of this total, 1,557 applications were received under a "grandfather" provision which terminated December 31, 1949. Three hundred thirty-four applications were submitted under provisions of the Bylaws which require that the candidate hold the PhD degree and perform satisfactorily on both written and oral examinations.

Candidacies Received from Senior Members of the Profession

A total of 1,557 candidates applied under the "grandfather" provision in which the Board had the option of waiving either its PhD requirement, its examination requirement, or both if a candidate appeared qualified on the basis of training, work history, and endorsements. Of the 1,106 awards made, all but 21 of these were awarded with waiver of both written and oral examinations.

Seventy-two candidates have taken the written examinations. Of this group, 39 (54%) passed on the first attempt. Of the 33 who failed on the first attempt, 11 are awaiting re-examination, one is

¹ With reference to publication of historical and legal information concerning the work of the Board, see similar footnotes in previous annual reports of the Board. For announcements since the 1954 annual report, see the *American Psychologist*, Vol. 9 (1954), pages 604, 766-70, 781, 818-19; Vol. 10 (1955), pages 47, 182, 229.

deceased, seven passed the examination on a second attempt, 11 were terminated for failure to appear within three years for a second examination, and three have failed the examination a second time.

One hundred sixteen candidacies have been terminated for failure to appear for examination as prescribed in Board policy concerning examination privilege. Six candidates admitted to written examination still have additional opportunity to appear.

Of the 46 candidates who passed the written examinations, all have appeared for oral examination. In addition, two candidates in whose cases the written examinations were waived also have been orally examined. Of the 48 senior members taking the oral examinations, 19 passed on the first attempt, 23 failed on the first attempt, and six have not yet had their performances evaluated by the Board. Of the 23 who failed on the first trial, five have failed on a second attempt, five have re-examination pending, six re-examinees are awaiting evaluation by the Board, four were terminated for failure to appear within three years for a second examination, two passed on re-examination, and one is deceased while awaiting re-examination.

At the present time, 37 candidacies are still active under the "grandfather" provision.

Candidacies Received Under Provision of Mandatory Examinations

To date, 334 candidacies have been received under provisions of the Bylaws which require that a candidate present the PhD degree and five years of acceptable qualifying experience and for whom written and oral examinations are mandatory. The chronological order in which these candidacies were received is as follows:

1949 68	1953 49
1950 23	1954 80
1951 22	1955 84
1952 8	

Table 1 presents a cumulative summary of Board actions and indicates the status of all candidacies received.

TABLE 1

SUMMARY OF THE STATUS OF CANDIDACIES RECEIVED UNDER PROVISION OF MANDATORY EXAMINATION

1. Diplomas awarded to members of the American Psychological Association	81
2. Candidacies in Process	214
a. Cases not yet reviewed	78
b. Candidacies presenting insufficient experience	7
c. Probationary cases	2
d. Cases under continuing study	4
e. Admitted to written examination; examination pending (APA)	19
f. Admitted to written examination; examination pending (CPA)	1
g. Written examination passed; oral examination pending	1
h. Written examination failed; re-examination pending	16
i. Oral examination completed in 1955; not yet evaluated by Board	77
j. Oral examination failed; re-examination pending	7
k. Written examination completed in 1955; not yet evaluated by Board	2
3. Candidacies Terminated	39
a. Candidacies rejected	
(1) For ethical considerations	2
(2) With refund of fee	2
b. Failure to continue candidacy toward meeting requirements	1
c. Failure to appear for written examination (two invitations)	11
d. Failure to appear for written re-examination within three years	6
e. Failure to appear for oral re-examination within three years	4
f. Failure to appear for oral examination within two years after passing written	3
g. Written examination failed twice	2
h. Oral examination failed twice	8

Total 334

To date, 207 candidates have taken the written examinations. One hundred twenty-six (85%) passed the written examination on the first attempt. The performance of two candidates is awaiting evaluation by the Board at its next meeting. Of the 29 who failed on the first attempt, five passed on the second examination, 16 are awaiting re-examination, six were terminated for failure to re-appear within three years, and two failed on the second attempt.

Of the 181 who have passed the written examination, 177 have taken the oral examination. Three candidacies were terminated for failure to appear for oral examination within two years after passing the written examination. One candidate is awaiting oral examination. Of the 177 taking the oral examinations, 77 (71%) passed on the first attempt, 31 failed on the first attempt, and 69 are awaiting evaluation by the Board.

Of the 31 who did not pass on the first attempt, four have qualified on second examination, eight failed to qualify on second examination, seven have re-examination pending, eight re-examinees are awaiting evaluation by the Board, and four candidacies have been terminated for failure to appear for re-examination within three years.

WRITTEN AND ORAL EXAMINATIONS

In November 1954, 89 candidates appeared for the Sixth Annual Written Examination which was administered in 29 local examining centers.

Parts 2, 3, and 4 of the written examinations are in the nature of essay questions. All responses to these essay questions were read and evaluated by diplomates of the Board in the appropriate specialty. Sixty diplomates participated in this evaluation. Each answer to a given question was read and evaluated independently by at least two diplomates. In most cases, as many as 14 diplomates in the appropriate specialty participated in the evaluation of a candidate's total performance.

The Seventh Annual Written Examination is scheduled for November 17-18, 1955.

The Board has a policy of continuing annual revision of its written examinations. The schedule for November 1955 calls for two days of written examination, which will include the following four parts:

1. A section of objective questions within the candidate's own professional field
2. A section in which the candidate may write at length on his own special competence within his professional field
3. A section of essay questions dealing with client relations
4. A section of essay questions dealing with scientific and professional relations

Candidates who pass the Seventh Written Examination in November 1955 will be invited to oral examination in the Spring of 1956. According to the Board's present schedule of examination, it is

possible for an eligible candidate to complete both the written and oral examinations and to have his performance evaluated by the Board within less than a calendar year.

In the spring and early summer of 1955, oral examinations were conducted at the following centers: New York City, Chicago, Minneapolis, and Los Angeles. Eighty-nine candidates participated in these oral examinations. The performance of candidates on these examinations will be evaluated by the Board at its annual meeting in August 1955.

On the basis of six years of experience and continued study, supported by the judgments of its diplomates who have served as oral examiners, the Board has found that a minimum of three hours with each candidate in oral examination is necessary for fair and adequate evaluation. Further, the Board believes that a candidate should be examined by more than one examining team. By increasing the number of diplomates who participate in the evaluation of both the written and oral performance of a given candidate, the Board attempts to insure for the candidate a fair evaluation of his qualifications for certification as an advanced specialist in professional psychology.

In the oral examinations for 1955, 88 diplomates served on the Board's examining committees. The work of identifying, appraising, and certifying professional psychologists is a responsibility of great magnitude that cannot be accomplished by members of this Board alone. Of necessity, we must look to our diplomates each year to share this task with us. The Board has been most fortunate in the loyal cooperation it has received. In the discharge of its obligations to the rapidly growing profession of psychology, the Board will continue to seek from many of its diplomates continued assistance and cooperation.

The oral examination procedure presently includes a Professional Field Situation and the following four parts:

- A. Diagnosis or evaluation. (The definition of the problem faced by the professional psychologist.)
- B. Therapy and/or recommendations. (How to deal with the professional problem.)
- C. Skill in the interpretation and use of research findings. (What valid knowledge exists about the problems faced. How valid knowledge is obtained.)
- D. Organization and administrative problems of professional psychology. (What are the conditions of acceptable professional practice?)

Preparatory to oral examination on Part A, Diagnosis or Evaluation, a field situation is arranged in which the candidate has an opportunity to demonstrate his proficiency in the area of psychological appraisal and evaluation. The Board attempts to prepare a field situation that is consistent as far as possible with the usual professional practice of the candidate. In this performance examination, the candidate is observed by a diplomate who frequently is a member of his examining committee for Part A. In this Professional Field Situation, the candidate has approximately two hours in which to make an evaluation. He is permitted to select and utilize whatever instruments or techniques he may consider appropriate to the problem presented.

In the Professional Field Situation, candidates in clinical psychology and in counseling psychology are presented with a patient or client. If the candidate is in the specialty of industrial psychology, he may be required to present himself at a plant or office selected by the Board where he will deal with a problem presented by the representatives of the organization.

Following the field situation, the candidate is permitted time in which to study and organize the results of his professional examination for presentation in his examination on Part A.

Examinations on Parts A and B are combined in one examining period with one examining team. This is true also for Parts C and D. Each examining team consists of three members. Two examiners, wherever possible, are diplomates in the candidate's field of specialization. A member of the Board serves as chairman and third examiner.

For Part B, the candidate submits a sample of his recent professional work in the area of therapy, treatment, or the making of recommendations on how to deal with the professional problem presented. For candidates in clinical psychology and counseling psychology, this work sample preferably should be a typescript of recorded interviews with clients or patients. For candidates in industrial psychology, the work sample preferably should be a report of findings and recommendations addressed to a client, should cover work done for that client, and should represent a project of substantial size and scope within the area of industrial psychology.

For Part C, the candidate is examined on his knowledge of research in his specialty and his competence in evaluating research design and meth-

odology as well as the interpretation of research findings.

Examination on Part D has the goal of assessing the candidate's understanding of and his orientation to his various role relationships as a professional psychologist. This includes the extent of the candidate's familiarity with his professional organization, the American Psychological Association, its structure, policies, problems, and ethical code and the conditions of acceptable ethical practice in the profession.

The Board has prepared and published a Manual for Oral Examiners which is furnished all diplomates prior to their participation in oral examination procedures.

POLICIES AND PROCEDURES CONCERNING CANDIDACY

Requirements for Certification

1. Membership in the American Psychological Association and/or Canadian Psychological Association
2. The PhD degree in psychology from a college or university which at the time the degree was awarded met the existing standards for approval for doctoral training in the specialty of the applicant by the American Psychological Association or an equivalent degree as judged by the Board
3. Five years of acceptable qualifying experience of which four years shall be postdoctoral after July 1, 1955
4. Presently engaged in professional work in the field of specialization
5. Satisfactory endorsements
6. Satisfactory performance on written and oral examinations

Policies Concerning Acceptable Qualifying Experience

The Board attempts to reflect the emerging standards of the profession. It continues, however, to judge each case on its individual merits. In interpreting its experience requirements, it takes account of the conditions prevailing at the time a candidate began his professional career.

1. The Board requires all candidates to submit a minimum of five years of acceptable professional experience of which at least four years will be postdoctoral for candidacies received after July 1, 1955.

2. One year of predoctoral experience is accepted provided that it follows the completion of two years of graduate study in psychology and provided in addition that it shall be under the active supervision of a qualified psychologist in the specialty of the applicant.

3. In the specialties of clinical psychology and counseling psychology, the five years of experience shall include substantial blocks of supervised experience in the areas generally referred to as "diagnosis" and "treatment," or how the psychologist deals with the professional problem presented.

4. In the specialties of clinical psychology and counseling psychology, private practice ordinarily will be accepted only if preceded by three years of experience under professional supervision and if the private practice is conducted in reasonably close association with qualified psychologists or other professional persons.

5. In the specialty of industrial psychology, independent private practice ordinarily will be accepted only if preceded by at least three years of experience under supervision, but the supervision may be by nonpsychologists. Such supervised experience, however, should include experience similar in scope to that undertaken in independent practice.

6. The Board recognizes that professional experience may and frequently should include such activities as research, teaching, and administration. Experience in these areas is counted as qualifying if the research, teaching, and administration are in the field of specialization in which the candidate seeks the diploma and provided that the total experience includes a substantial proportion of professional practice.

Policies Concerning Written and Oral Examination

A candidate eligible for written examination who is notified regarding his eligibility for two successive written examinations and who does not present himself for either of these examinations shall have his candidacy terminated.

A candidate may request the privilege of re-examination without prejudice on either or both the written and oral examination or on portions of the examinations on payment of a re-examination fee.

The privilege of re-examination shall expire three years after the date of failure of the first examination, and candidacy shall automatically be terminated at that time.

Any candidate who shall twice fail either the written or oral portion shall be ineligible for further re-examination, and his candidacy for the diploma shall be terminated.

However, such candidate may submit a new application with payment of a new application fee at any time after the lapse of three years from the date of termination of the original candidacy.

Candidates who do not appear for oral examination within two years after successful completion of the written examination shall have their candidacies terminated.

Candidacies in which the initiative for continuation is given to the candidate rather than retained by the Board shall be terminated after a two-year period of inactivity on the part of the candidate.

CANDIDACY FEES

The total candidacy fee is one hundred dollars. This includes an application fee of fifty dollars, which is submitted with the application, and a second or examination fee of fifty dollars, which is payable at the time a candidate registers for written examination. Except in cases of re-examination, there are no additional fees either for the privilege of oral examination or for the award of the diploma.

If in its appraisal of a candidacy the Board finds a deficiency in acceptable qualifying experience, the candidacy is continued until the experience requirement is met without further payment of any additional application fee.

DIRECTORY OF DIPLOMATES

The Board published its first directory in the summer of 1953. A second Directory of Diplomates in Professional Psychology was published in 1955. This directory includes a statement of the purpose and functioning of this Board in the certification of advanced specialists in professional psychology as well as a listing of diplomates according to geographic location. The specialization of each diplomate is indicated in the directory. It is intended

that these directories will inform the public of advances made by the profession in the certification of competent and qualified psychologists.

Copies of the 1955 directory were distributed to diplomates, departmental chairmen, directors of doctoral training programs in professional psychology, the U. S. Veterans Administration, the U. S. Public Health Service, and through State Psychological Associations to administrative personnel in appropriate social institutions and agencies. Eighty-five hundred copies were distributed by the American Psychiatric Association to its membership.

PERSONNEL CHANGES

In September 1954 Mortimer M. Meyer was elected as a new member of the Board. Harold C. Taylor and C. Gilbert Wrenn were re-elected to membership. Ruth S. Tolman retired from membership. The Board publicly acknowledges with appreciation Dr. Tolman's loyal and valuable service.

The officers during the past year were President, Donald G. Marquis; Vice-President, Harold C. Taylor; Secretary-Treasurer, Noble H. Kelley.

CONCLUSION

The records of the Board are examined annually by qualified auditors. These annual audits are open for inspection at the office of the Secretary-Treasurer in Carbondale, Illinois.

The Board invites inquiries and suggestions from members of the science and profession of psychology concerning its work and functioning. A list of the new officers and members of the Board after the official meeting held in September 1955 appears in this issue of the *American Psychologist*.

REIGN H. BITTNER	ANNE ROE
STANLEY G. ESTES	HAROLD C. TAYLOR
NOBLE H. KELLEY	AUSTIN B. WOOD
DONALD G. MARQUIS	C. GILBERT WRENN
MORTIMER M. MEYER	

ANNUAL REPORT OF THE EXECUTIVE SECRETARY: 1955

FILLMORE H. SANFORD

American Psychological Association

FACTS, it seems to me, possess a vast and inherent dullness. Nevertheless, I am going to report now on about a million of them. They concern APA's divisional structure and psychologists' attitudes about it. They, plus whatever extrapolation, interpretation, fantasy, and persiflage the author and the reader are able to clothe them in, will constitute the annual report of the Executive Secretary.

Since the reorganization of APA in the middle 40's, psychologists have fussed, regularly but at a low level of adrenalin, about the enormous complexity of divisional structure. This concern reached one peak in the late 40's when the Policy and Planning Board began its first quinquennial review, required by the Bylaws, of APA's structure and function. In his annual report in 1948 Dael Wolfe proposed a very intelligent plan to do away with a number of seemingly weak segments of APA and to organize the Association into seven Divisions, each of which could be expected to live a strong and functional life. The only result of this good and sensible plan seems to be that a number of the Divisions diagnosed as weak began almost immediately to give muscular demonstrations of vigor. Nothing else happened. APA members continued to engage in mild midbrain maundering about the enormous complexity of APA but there seemed to be nowhere an urgent desire nor a satisfactory plan to simplify divisional structure. Everybody continued in favor of simplification but almost every division, whether weak or strong, demonstrated a decided disinclination to be simplified out of existence. We continued to have 17 divisions, some active, some passive, some large, some small, some highly organized, some slapdash and casual, and all apparently very resistant to obliteration.

In 1954 when the Policy and Planning Board began its second quinquennial look around, an intimate exposure to the complex divisional structure of APA led again to a general agreement that we ought to simplify things. With 17 divisions APA is almost

organized to pieces. The Board, stimulated by the results of Dorothy Adkins (1) 1953 factor analysis of Division membership, set out to stir up discussion of divisional structure. It succeeded. The Board asked each Division to try on for size the sort of simple structure suggested by Adkins' seven factors. Most divisions did. At its meeting in the Spring of 1955, the Policy and Planning Board had for its enlightenment the feedback from most of the divisions. The Board's own tabulation of the divisional responses is presented in Table 1.

These figures may be made a little more nutritious if accompanied by some illustrative quotations from divisional officers. Here are some of the more picturesque:

"The satraps of this division regard the nabobs of the APA with considerable suspicion but feel that the proposed reorganization is a step in the right direction, provided that the basic integrity of this division be preserved."

"Division Y is generally in favor of a simpler APA organization. If plans go through to combine the Divisions, Division Y would not oppose the reorganization, but it would not merge with Division Z."

"... it is unfair (or unethical) for other Divisions to vote another Division out of existence. Only the

TABLE 1

TABULATION BY POLICY AND PLANNING BOARD OF DIVISIONAL ATTITUDES TOWARD CONSOLIDATION

Nature of Response	Number of Divisions
Therapeutic	1
Eager	3
Ambivalent	7
Injured	3
Outraged	0
Paranoid	1
Silent	2
Total	17

Division concerned should determine whether it wishes to merge or become non-existent."

"It is obvious at once that the several hundred members of the Division of—Psychologists would be entirely lost in the vast agglomeration that constitutes the Division of Clinical Psychology."

There were other Divisions who expressed themselves as in favor of the simplified plan, but they are not quoted here on the grounds that easy assent in organizational, as in other human affairs, is not an exciting form of response.

After a good deal of discussion of alternative ways in which APA might structure itself, the Policy and Planning Board decided it would be a pretty good idea for psychologists to encumber themselves with additional facts. With some collusion on the part of a representative of the Central Office, the Board requested the Central Office to do a study that might throw some empirical light on things.

The Central Office did a study. We put together a questionnaire designed to elicit attitudes toward present structure and toward a number of possible alternative structures. We asked the respondents to tell what they would do under various "iffy" structural circumstances and then to tell us how satisfied they would be if the "ifs" were made into reality.

The questionnaire was sent to 2,000 APA members. We selected these 2,000 by running a complete Addressograph tape of all of our members and then by clipping out a name every 10 inches. Through the use of this 10-inch sample we think the questionnaire went to a representative group. We do not think it was returned by a representative group, and we think the representativeness diminished a little more before the returned questionnaires were ground up in the IBM machine. We planned to use for our analysis the first 1,000 questionnaires returned by respondents who had also completed the manpower questionnaire sent out in the fall of 1954 jointly by APA and the National Science Foundation. In reality, because the APA meetings seem to come earlier each year, we had to put the project into the analytical mill with only 988 complete returns. For each of these 988 psychologists we punched out an IBM card containing, in addition to data from the questionnaire, some facts from APA files and from the earlier APA-NSF Manpower Survey. For each respondent, then, we had data on age, education, divisional membership,

TABLE 2
ATTITUDES TOWARD DIVISIONAL STRUCTURE
N = 988

Responses	N	%
Favor present structure	258	26.1
Favor fewer divisions	450	45.5
My interests not represented	42	4.2
Abolish divisions	25	2.5
Don't care much	144	14.6
Everybody required to join one	160	16.2
Allow multiple memberships	502	50.8
Vote in only one	130	13.2
	1703	

journal-subscription behavior, first and second specialty checked on the earlier survey, and on a variety of division-relevant attitudes. Our data show that the sample contained more divisional members, more Fellows and more PhD's than is in line with strict representativeness.

The first item on the questionnaire elicited attitudes about existing divisional structure. It contained 8 statements and the request that the respondent check the ones (as many as he wished) coming close to his own orientation to things. The 8 statements were as follows:

1. I favor continuation of the present divisional structure.
2. There are too many Divisions and I would favor consolidation to reduce the total number to ten or less.
3. My interests are not represented in any existing Division and I would favor establishment of a Division of _____.
4. I am in basic disagreement with the whole notion of having Divisions and would favor their abolition.
5. I don't care much, one way or the other, about what APA divisions there are.
6. Each APA member should be required to belong to one Division.
7. APA members should be allowed to join as many Divisions as they please.
8. No APA member should be allowed to vote in more than one Division.

Table 2 presents the number and percentage of the respondents checking the various statements.

There are a number of things here deserving of some attention. It is very clear that there is no pervasive love, among garden-variety APA mem-

bers, for the existing divisional structure. On the other hand, there is not much bald hostility around either. Only 2.5 per cent of our sample would abolish divisions altogether. For psychologists, or anybody else, an extreme and principled opposition of 2.5 per cent is probably small.

Nearly half of our sample report themselves in favor of a consolidation to reduce the number of divisions. There is no way of telling from our data how heartfelt is this feeling or how intimate is its connection with reality. The best I can do is to report the results of some soaking in the numerous comments our members sent us. This particular item seems to tap two general attitudinal areas. First, there is an explicit feeling that psychology is becoming too specialized, too fragmented. This attitude says that instead of going off into cozily specialized niches, where they can relax in the company of those who share common prides and prejudices, psychologists, in the interest of cultivating breadth, generality, discomfort, and intelligent confusion, ought to move in mixed company. A second background attitude, somewhat less precise, seems to be a general and sometimes forlornly stated opposition to the complexity of modern psychological life. In the expressed desire for fewer divisions there is an implicit wish, perhaps, for a smaller and more intimate APA, for fewer total strangers at APA meetings, for fewer Board and Committee meetings, for a smaller, less expensive and more personal Central Office.

The comments contain other data of relevance to this yen for simplification. Some members are anti-simplicity. We unfortunately did not give these members a properly convenient chance to speak. But a number of our respondents think there should be a greater number of divisions in order to give a greater number of an increasing variety of specialists an opportunity to express themselves by joining something. The 4.2 per cent who feel their interests are not presently represented are especially inclined to wish APA away from simplicity. But 45 per cent of our sample still favors consolidation. They say so.

A number of psychologists who worry about the fact that 60 per cent of APA members belong to no division have suggested that everybody ought to be required to join at least one. Our respondents don't like this idea very well. While 16 per cent favor it, the comments show that the idea strikes at the very core of some syndrome of cantankerous individ-

uality. A lot of psychologists express themselves as very strongly opposed to required membership in anything. If there were entrance qualifications and compulsion involved, they probably would resist joining the human race.

It is clear that there is considerable support for multiple divisional membership, with 50.8 per cent of our sample endorsing this proposition. Subsequent data will show, I think, that this attitude must be very seriously considered in any plan for reorganization. What these people seem to be saying is "Don't fence me in. Don't shove me into any narrow niche and expect me to like it. I am broader than almost any category."

Only 13 per cent of our people seem inclined to worry about the fact that in the conduct of APA's representative government one member can join 10 or a dozen divisions and thereby achieve 10 or 12 votes. Indifference to the mechanisms of democracy seems to me an interesting and, in a way, a fine thing in an organization. It may be an expression of general indifference to APA—a point we will consider in a moment—but it seems to me more closely connected with the absence of threat in the operation of APA affairs. If APA ever falls into a political pattern wherein there is logrolling, lobbying, caucusing, vote-trading, and votes of 51 per cent to 49 per cent in the Council of Representatives, then there will be great concern with the political mechanisms whereby representativeness is achieved. As it is, APA members seem even less inclined than most Americans to stick to the By-laws, to count votes, to adhere with picayune precision to Roberts' Rules of Order or to the ostentatiously democratic mechanisms of democracy.

Table 3 shows the variation, among a number of segments of the APA population, in attitudes toward divisional structure. There are few, if any, dramatic facts here. Those who are members of divisions favor consolidation more than do nonmembers but are less inclined to want to abolish divisions and are less indifferent to the whole business. Among present divisions (and only the larger ones are represented here since the *N*'s for the others were very small) Division 3 (Experimental) and Division 8 (Personality and Social) are least fond of the present structure, Divisions 3 and 17 (Counseling) are most in favor of simplification, Divisions 3 and 12 (Clinical) report their interests least represented, Divisions 3 and 17 are most in favor of

TABLE 3

VARIATION AMONG SELECTED GROUPS OF MEMBERS IN ATTITUDES TOWARD PRESENT DIVISIONAL STRUCTURE

Category	N in Sample	Attitudes				
		Continue Present Structure %	Need Fewer Divisions %	Interests Not Represented %	Abolish Divisions %	Don't Care Much %
	Total = 988	26.2	45.5	4.2	2.5	14.6
Members of Divisions	439	28.2	54.0	1.8	1.6	12.5
Nonmembers of Divisions	549	24.4	38.8	6.2	3.3	16.2
Division 3	69	21.7	63.8	2.9	4.3	17.4
Division 8	76	19.7	55.2	1.3	1.3	14.5
Division 12	159	27.0	55.3	1.9	2.5	8.2
Division 14	55	29.1	54.5	0	1.8	16.4
Division 17	63	30.2	61.9	1.6	4.8	1.6
Subscribers	375	23.2	51.0	3.7	2.1	14.7
Nonsubscribers	613	27.9	42.2	4.6	2.8	14.5
PhD	576	25.2	51.2	4.4	1.7	14.6
Non-PhD	412	27.4	37.6	4.2	3.1	14.6
Age 35 and under	474	27.6	41.4	4.2	1.9	12.9
Age 36 and over	514	24.7	49.6	4.3	3.1	14.2
Employed in Colleges or Universities	437	23.6	50.6	3.3	2.3	15.4
Government	169	23.1	50.3	4.7	3.6	11.8
Industry Employee	60	41.7	30.0	1.7	0	13.3

abolishing divisions and Divisions 3 and 14 (Business and Industrial) are most indifferent to the whole business. There are other differences among the divisions but as you can see none are of such a magnitude as to give aid and comfort to any secessionists in any division. The only other detail that is perhaps worth an explicit mention now is that the business and industrial psychologists seem relatively snug and happy in the APA structure. But our *N* is small and not much can be made of this.

In general, attitudes toward APA structure do not vary a great deal with the factors we have included in our study. Some individuals are happy with things, some other individuals are unhappy with things, but neither the happy nor the unhappy seem to concentrate themselves in any one division, any one age group, any employment group, any one degree group or anywhere else. This sort of finding suggests that satisfaction with divisional structure, and probably satisfaction with APA in general, is related to variables not included in the present

study and not generally included in any governmental thinking about APA. To back up this impression let me anticipate things a little, and report that we asked our respondents to indicate their degree of satisfaction with each of 5 alternative ways of organizing APA. Each time we used a 5-point satisfaction scale. The average *r* among these 5 scales is .61. We computed a "happiness" score for each of our respondents and then went through all of our face variables—age, degree, working place, specialty, divisions, etc.—to see if there is any noticeable concentration of happy or unhappy people anywhere. There isn't. The variation is about of the order of that reported in Table 2. Such a development suggested to us that satisfaction with APA is a personality matter, deeply rooted in the psychological viscera of each member. Therefore, the only realistic way to organize APA is around personality variables rather than the superficial dimensions of science and profession. We could administer 13,500 test batteries, analyze them, and put together a number of divisions each of which

TABLE 4
REASONS FOR NOT JOINING DIVISIONS
N = 559

Response	N	%
Don't know how	117	24.6
Interests not represented	35	7.3
Haven't taken the time	239	50.2
Not eligible	44	9.2
Avoiding extra dues	126	26.5
Never given it much thought	104	21.8
	689	

would have members positively soul-resonant to one another.

One can imagine that out of such a procedure would inevitably come, for example, the Division of Grumpy Isolates, with members drawn from all present divisions. This division would have to invent bylaws that would keep participation, involvement, and responsibility at a minimum while maximizing the opportunity to engage in aggressively picturesque hawing about the way things are going. Perhaps we would need to sprinkle among its membership a number of nondirective psychologists, with big ears and small voices, who could serve as gutters through which aggression could be drained away. The Division should probably establish a journal with no editor, no publication lag, no rejection rate, no subscription price and probably no circulation.

At the other end of a continuum would probably be the Division of Sociable Psychologists. This division could organize itself so that every member could serve on at least one committee, with honored members privileged to sit on many. There would have to be 4 or 5 annual meetings a year and 25 or 30 mimeograph machines for handling intercommunication. The Division might publish the Gregarious Gazette, edited jointly by the 18 or 20 members who score highest on a test of social intelligence. One of its governmental mechanisms might be the BCS—the Board of Cozy Sociometry. And so on. Let fantasy run free.

It would be fun to spell out other segments of the Dynamic Divisional Structure of APA but an APA employee had better not do it. To be any real fun such activity needs the fillip of hostility. To give it such a fillip would not be at all politic. It might not even be genuine.

Back to the Real World. Table 4 presents data on the reasons nonmembers of divisions give to ex-

plain why they are nonmembers. We set down on the questionnaire the following 7 reasons for not joining divisions and asked our respondents to check any that come close to representing their real reasons.

1. I don't know how to apply for divisional membership.
2. None of the existing Divisions represents my specific interests.
3. I have simply not taken the time to make application.
4. I am in basic disagreement with the present divisional structure of APA.
5. I am not eligible for divisional membership.
6. I do not wish to pay additional dues or special assessment for divisional membership.
7. I have never given the matter much thought.

It needs to be remembered here that 60 per cent of APA members do not now belong to any division. And it seems likely that our present results for the first time give some picture of their orientation to divisional matters.

There seem to be two general aspects of the data in Table 4 that deserve present comment. First, there is evidence of what seems to be an alarming indifference to APA. The comments make it appear that this indifference is not only for divisions and divisional structure but for all of APA and all of its activities. A very great number of our members simply do not give a hoot about APA affairs. They join APA—perhaps because it's sort of the thing to do, perhaps because they find the APA badge a meaningful and sometimes vocationally necessary thing. But they do no more than maintain the naked status of membership. They do not join divisions, do not subscribe to journals, do not, for one reason or another, participate in organized activity. Such a state of affairs seems to characterize many professional organizations where membership status is meaningful but where participation is not. In such a situation, the organization can easily be dominated by a few power-hungry souls who then use it variously as pabulum to their own egos or as a club with which to bludgeon outside groups. Such organizational phenomena do occur. They have not occurred in APA. For some reason, psychologists seem to handle their power drives in a unique way and for some reason psychologists seem to be almost neurotically democratic. In APA governmental affairs there is no hierarchicality in thinking, in attitude, or in structure. But we still

may need to take a serious look at a situation that allows of or produces so much political indifference on the part of such a large segment of the population.

There is one other thing here that seems to deserve comment. Five per cent of those people report their interests to be unrepresented by the present divisions. And 9 per cent say they are not eligible for divisional membership. Neither of these figures may represent the absolute truth, but if they even approach reality, we are essentially depriving a sizable segment of our members of their citizenship in APA. Divisions elect the major proportion of the Council of Representatives—the basic governmental body of the organization. Those who do not belong to any division thus have no explicit hand in APA affairs. They, in fact, *are* represented, for Council members do worry about psychology and psychologists in general; but things would be neater, to say the least, if the representative government had a more highly ensured representativeness.

As for the facts of eligibility, it is true that the Bylaws permit any division to set membership standards higher than APA standards. Many of them do. The division of Clinical, for example requires "not less than 2 years of successful full-time clinical experience." The Division of School Psychologists requires "two years of acceptable experience as a school psychologist," and the Division of Consulting Psychology accepts no APA Associates at all. Psychologists who cannot qualify for Divisions in their areas of interest can all join the Division of General Psychology if they wish. But if they did, the typical member of Division 1 would not be a generalist but a man without a country.

It may be well to examine for a minute the currently arcane nature of the nondivisional population. Who are these people? We have some fairly detailed data on the question, but a quick summary will be sufficient at the moment. These nondivisional people tend to be younger, somewhat less far along in academic training, less inclined to subscribe to APA journals than are members of divisions. They are somewhat less likely than division members to be employed in governmental agencies or in universities, a little more likely to work in private hospitals and clinics and in industry. In terms of specialty, they distribute themselves very much as do the divisional members. If they all suddenly joined appropriate divisions, divisions

would all probably maintain their existing relative size.

There has been explicit worry in the Policy and Planning Board about the existing arrangement, mentioned a moment ago, whereby some members have multiple votes and many others none at all. A very directive way to solve this problem would be to require every APA member to join one and only one division. In our questionnaire we presented this plan and asked our people (a) which division they would join and (b) how satisfied they would be with such a scheme. The responses are presented in Table 5.

TABLE 5

Plan 1

POTENTIAL DIVISION MEMBERSHIPS AND SATISFACTION THEREWITH, IF EVERY MEMBER BELONGED TO ONE AND ONLY ONE DIVISION

Division	N	%	Extrapolate to Total APA Membership	Mean Satisfaction Score, Sample
1. General	24	2.4	324	2.2
2. Teaching	16	1.6	216	1.4
3. Experimental	125	12.6	1,701	1.1
5. Evaluation and Measurement	52	5.3	716	1.5
7. Developmental	27	2.7	365	2.1
8. Personality and Social	66	6.7	904	2.2
9. SPSSI	27	2.7	365	1.7
10. Esthetics	1	0.1	14	1.0
12. Clinical	360	36.4	4,914	1.4
13. Consulting	15	1.5	203	1.5
14. Industrial and Business	92	9.3	1,256	1.2
15. Educational	29	2.9	392	1.9
16. School	35	3.5	473	1.6
17. Counseling	102	10.3	1,391	1.2
18. Public Service	7	0.7	95	1.8
19. Military	8	0.8	108	2.2
20. Maturity and Old Age	2	0.2	27	2.5
			13,464	1.49*

Expressed Satisfaction with Plan 1

Very satisfied	26.8%
Moderately satisfied	33.7%
Neutral	13.2%
Moderately dissatisfied	16.2%
Very dissatisfied	10.1%

* In this and succeeding tables, the satisfaction score is based on a five-point scale with Very Satisfied = 0, Moderately Satisfied = 1, Neutral = 2, Moderately Dissatisfied = 3, Very Dissatisfied = 4.

The table lists all present divisions on the left, gives the number and per cent of our sample who say they would join each division if they could—or had to—join only one. In the third column there is an extrapolation giving the projected size of each division if this plan were put in force and, in the last column, a mean satisfaction score for the members choosing each division. This score is based on the satisfaction scale appearing at the bottom of the table. Zero means very satisfied, 2 is neutral and 4 is very dissatisfied.

Among other things, the table seems to tell us which of the present divisions are "primary" in the interests of our members. It seems clear that the divisions of Esthetics, Public Service, Military, and Maturity and Old Age are primary for relatively few of our members, each attracting less than 1 per cent of our sample. If we eliminated from this list—and from APA structure—all divisions having primary attraction for less than 2 per cent of our membership, the Division of Consulting and the Division of Teaching would join in limbo the four mentioned above.

As for happiness, the 16 people in Teaching, the 125 in Experimental, the 92 in Industrial, the 102 in Counseling and the singleton in Esthetics report themselves pretty well satisfied with the scheme. There is unhappiness in Personality and Social, General, Developmental, among the 8 people who are Military and within the two people in Maturity and Old Age. Over all, 60.5 per cent of the sample report themselves as satisfied, in some degree, with this neat scheme rigorously emphasizing narrow specialties, while 26.3 per cent are dissatisfied. We will see later if an easing of the rigors of psychologist-tight categories leads to increased happiness.

Incidentally, there is a rank-order correlation of .90 between the extrapolated size of divisions here and the actual size of present divisions. This fact may increase a little the faith that our questionnaire data have something to do with something.

There has been serious talk in recent years about the possibility and desirability of adding new divisions to APA's 17-ring operation. The next item on our questionnaire dealt with this issue. It presented the complete list of present divisions, added on the names of divisions recently proposed (Human Engineering, Private Practice, Correctional Psychology, Rehabilitation Psychology, and Pastoral Psychology), and furnished a space for the

respondent to write in his own new divisions. The request was (a) that the respondent check the one he'd choose if he could—or had to—choose only one and (b) that he indicate his satisfaction with such a scheme.

The new Divisions attracted the following percentages of our sample.

Human Engineering 1.4%

Private Practice 3.2%

Correctional Psychology 0.6%

Rehabilitation Psychology 1.4%

Pastoral Psychology 0.7%

A total of 4 per cent of the sample wrote in new Divisions, including: Genetic Psychopathology, Mental Health, Child Guidance Clinics, Theory and Systems, Psychotherapy and Diagnosis, Human Behavior, Theoretical, Historical and Systematic, Mental Hygiene, Psychology Applied to International Problems, Mental Retardation, Psychotherapy, Theory and Scientific Method, Psychodynamics, Medical Psychology, Psychologists with Eclectic Interests, Secondary Education; Experimenting Clinicians, Historical Development of Psychology, Psychology of the Handicapped, Psychologists in Administrative Positions, Academic Psychology, and Dynamics.

Would adding a number of New Divisions add to the satisfaction of APA members? Our data suggest that it will, but not very much at all. The number who are satisfied or very satisfied increases by 5 per cent if we add many divisions. The percentage who are moderately or very dissatisfied drops only from 26.3 to 23.7. To add a good deal of organizational complexity, while requiring one membership per person, would not seem a good investment in satisfaction.

Let's try another plan. We proposed to our respondents that they try on for size a scheme for organizing APA around 13 areas more or less representing the content of psychology and more or less ignoring the work places (such as Public Service, Military, etc.). These 13 areas were the ones evolved by John Flynn for the APA-NSF Scientific Register questionnaire in 1954. They were based partially on an empirical study of Psychological Abstracts and partially the responses to a previous NSF Manpower Survey. They seemed to work for the Register and we thought they might work for divisional structure. We asked our people to indicate which division they would choose, if each content area were a division and if each person could—and

TABLE 6

Plan 3

POTENTIAL MEMBERSHIP OF 13 "SUBSTANTIVE" DIVISIONS,
AND SATISFACTION THEREWITH, IF EACH MEMBER
BELONGED TO ONE AND ONLY ONE

Division	% Sample	Extrapolate to Total APA Mem- bership	Mean Sat- isfaction Score, Sample
Clinical	36.7	4954	1.4
Counseling	10.7	1444	1.1
Developmental	3.3	445	2.1
Educational	3.8	513	1.5
School	3.8	513	1.8
Experimental and Physiological	12.8	1728	1.1
Human Engineering	1.5	202	1.5
General	3.0	405	2.5
Industrial	4.7	634	1.1
Personnel	5.7	769	1.8
Personality	5.1	688	2.1
Quantitative	2.7	364	2.0
Social	5.8	783	1.7
			1.47

Satisfaction with Plan 3

Very satisfied	26.1%
Moderately satisfied	35.6%
Neutral	12.6%
Moderately dissatisfied	15.1%
Very dissatisfied	10.3%

had to—belong to only one. We also asked about satisfaction. The results of this gambit are presented in Table 6.

These data bear on the "primacy" for APA members of various special areas. For example, there seem to be about three times more psychologists who are primarily clinical than there are psychologists who are primarily experimental and physiological. There are relatively very few psychologists who are primarily quantitative or primarily concerned with human engineering.

On the question of happiness, not many psychologists are ecstatic about this plan. The over-all happiness score is almost identical with that for the first plan, the one involving a forced one-member, one-division, arrangement within the present structure. Perhaps this is evidence that we can eliminate some divisions without causing high decibel screaming among the rank and file of the membership. We need to remember, however, that we are

dealing here with a population 60 per cent of which are not even involved in any division. And perhaps 95 per cent of the sample is not really head-over-heels involved in any existing division. But there remains considerable dissatisfaction with this scheme. Perhaps the dissatisfaction comes not from limiting the number of divisions but in restricting membership to only one. Or maybe it is free-floating unhappiness, to be alleviated only by the complete disappearance of APA. We have some data bearing on these questions.

The sixth item on the questionnaire asked members to react to a plan involving 13 divisions, as set down above, but allowing each person to belong to as many as he pleases. Those who were not now members of any division were asked to indicate the ones they would be most likely to join.

Our respondents really cut loose on this one, going off into an orgy of joining. Individual respondents joined an average of 2.9 divisions each. Table 7

TABLE 7

Plan 4

POTENTIAL MEMBERSHIP, AND SATISFACTION THEREWITH, OF
13 "SUBSTANTIVE" DIVISIONS WITH MULTIPLE
MEMBERSHIPS ALLOWED

Division	% Sample	Extrapolate to Total APA Mem- bership	Mean Sat- isfaction Score, Sample
Clinical	52.3	7060	.66
Counseling	33.2	4482	.67
Developmental	17.1	2308	.69
Educational	15.7	2119	.66
School	14.9	2011	.70
Experimental and Physiological	23.2	2132	.71
Human Engineering	13.2	1782	.62
General	12.4	1674	.77
Industrial	17.1	2308	.61
Personnel	18.8	2538	.67
Personality	39.2	5292	.67
Quantitative	14.1	1903	.69
Social	26.3	3550	.68
			.67

Satisfaction with Plan 4

Very satisfied	54.0%
Moderately satisfied	31.2%
Neutral	11.1%
Moderately dissatisfied	2.4%
Very dissatisfied	1.1%

TABLE 8
REPORTED JOINING PREFERENCES AMONG
13 CONTENT AREAS

Primary affiliation (The "substantive" division preferred with only one di- visional membership allowed)	Total Other Divisions "Joined" (Divisions checked with multiple membership allowed)
Clinical	1.90
Counseling	2.13
Developmental	1.94
Educational	2.24
School	1.58
Experimental and Physiological	1.33
Human Engineering	2.13
General	3.08
Industrial	1.83
Personnel	2.58
Personality	2.57
Quantitative	1.85
Social	1.98

shows something of the pattern of an APA organized around such a plan. Again the table perhaps speaks best for itself. (Incidentally, nobody should take too seriously the monstrous figures in the column of extrapolations here. It is highly unlikely, unless we find a way to obliterate indifference, that the real world would contain so much joining.)

The factor of multiple memberships has a very significant effect on reported satisfaction. A total of 85.2 per cent of our respondents report themselves very or moderately satisfied with this plan. Only 3.5 per cent report themselves moderately or very dissatisfied. In one way of looking at the latter fact we can say that any action APA ever could take would probably make more than 3.5 per cent of its members vastly unhappy. Taking another slant, an extrapolated total of 400 or more unhappy psychologists—especially if they are articulate about it, which they will be, is a tremendous number of unhappy psychologists. At any rate, such a plan as this seems to be satisfactory to a lot of our members. There is little recorded complaint about doing away with a division or two and such a plan would reduce the number of divisions from 17 to 13, thereby achieving some simplicity. Whether such a plan would advance psychology is another and larger question. At the very minimum, the present data say with considerable emphasis that any divisional scheme we hit upon must allow people multiple memberships. There seems to be no way of creating clean and mutually exclusive

categories. Many psychologists, believing in the virtues of confusion and cross-fertilization, will rejoice in this state of affairs.

The data in Table 7, and the elaborate data behind the data in Table 7, we will return to in a moment, and will rattle them around considerably. They are, as I hope we can show you, very nutritious data; and they may even have relevance for APA's governmental structure.

At the moment, let's take a quick glance at one facet of this array. Table 8 presents data on the potential "joining" behavior of psychologists who set down as their "primary" division any one of the proposed 13. The table shows that the General, Personnel, Personality, and Educational psychologists are the "joiningest" kinds; while the experimental, school, industrial and quantitative psychologists are less likely to join many divisions. There is nothing that can be made of these facts without some fairly fancy ratiocination, for which there isn't time. And there are more data to come. You can also see that we have data on the question of which divisions the clinical or educational or quantitative people want to join. These data we will

TABLE 9
(BASED ON RESPONSES TO ITEM 7 OF QUESTIONNAIRE)
Plan 5
POTENTIAL MEMBERSHIP OF 7 APA SECTIONS AND EXPRESSED
SATISFACTION WITH SECTIONAL PLAN

Section	% of Sample	Extrapo- late to Total APA	Mean Sat- isfaction Score for Sample
C—Quantitative	3.4	459	1.5
N—Social	8.1	1094	1.4
G—General	0.2	27	2.1
M—Experimental, Physiological, etc.	13.2	1782	1.2
R—Clinical, Guidance, etc.	55.7	7520	0.9
T—Personnel, Business and Industrial	11.9	1606	1.1
F—Developmental, etc.	6.1	824	1.4
			1.09

Satisfaction with Plan 5

Very satisfied	43.1%
Moderately satisfied	29.4%
Neutral	9.6%
Moderately dissatisfied	11.5%
Very dissatisfied	6.4%

present a little later and in a relatively "hifalutin" form.

The final item on the questionnaire concerned a plan whereby APA is divided into 7 major sections, with each section having as many divisions as anybody wants. In this plan, the sections would be the governmental and administrative units of APA while the divisions, including all existing divisions, would be interest groups that could come and go without difficulty or fanfare as interests waxed or waned. To set up the 7 proposed sections, we started with Dorothy Adkins' 7 substantive factors, gave each one a designation chosen at random from the alphabet, and defined each one with some content words seeming to fit logically into the Adkins' factor-categories. We asked people to put themselves into one and only one category and to report on their satisfaction with the scheme. The data are presented in Table 9. If every APA member belonged to one and only one of these sections, which is highly improbable, the sections would vary in size from very small (say less than 100) to seven thousand or so. Such an arrangement lacks neatness and symmetry. But some such arrangement would seem to make APA members moderately happy. In spite of the fact that there is the requirement of one and only one section, the expressed satisfaction is relatively great. A per-

centage of 72.5 report themselves on the satisfied end of things, while 17.9 per cent express dissatisfaction. Happiness is not as great as with complete joining freedom and 13 divisions, but there's enough satisfaction to suggest that members would accept with some grace a plan whereby a few general sections would go along with smaller and more specific interest groups.

To continue this process of focusing psychological methods on organizational problems, let's now unleash a somewhat fancier procedure—factor analysis. When we were planning this study we found that Carl Rush, besides handling a thousand and three intricate Central Office assignments, could do a factor analysis with one hand tied behind him. So he did. As a matter of fact we have not one but *two* factor analyses to report upon. These analyses may have something to do with APA structure. They also should serve to test the hypothesis that the paper-shufflers in the APA Central (or Centroid) Office can still act, upon occasion, like psychologists.

Dorothy Adkins' analysis was based on the multiple divisional memberships of 3,152 psychologists who had completed a 1951 questionnaire promulgated jointly by APA and the National Register of Scientific and Technical Personnel. Using a new coefficient developed by Winer, she computed the interrelationships among 17 divisions and the Psy-

TABLE 10

WINER COEFFICIENTS BASED ON DIVISIONAL MEMBERSHIP DATA FOR 1951

(ABOVE THE DIAGONAL) AND FOR 1955 (BELOW THE DIAGONAL)

Division		Number																	
Name	No.	1	2	3	5	7	8	9	10	12	13	14	15	16	17	18	19	20	
General	1		34	46	26	21	34	30	26	21	15	17	21	14	17	13	25	28	
Teaching	2	34		37	22	26	41	32	23	25	21	19	28	13	30	16	28	26	
Experimental	3	41	32		28	24	34	31	31	22	16	20	20	09	15	12	42	31	
Eval.-Meas.	5	24	22	24		31	33	28	20	29	33	44	48	24	48	43	38	35	
Developmental	7	22	25	20	27		45	27	17	47	36	17	43	30	32	22	30	38	
Pers.-Soc.	8	30	39	29	32	44		64	30	48	35	23	30	22	36	28	38	40	
SPSSI	9	24	30	24	24	30	63		24	38	28	24	25	17	25	21	28	34	
Esthetics	10	23	26	32	18	17	29	24		13	10	10	16	07	15	09	15	22	
Clinical	12	20	22	18	24	44	41	36	12		58	25	34	48	46	33	38	42	
Consulting	13	16	22	15	31	34	34	27	10	58		38	41	33	41	34	40	41	
Indust.-Bus.	14	16	16	17	41	13	19	21	09	17	34		25	14	37	32	39	30	
Educational	15	18	31	17	44	43	30	24	16	28	37	18		36	42	24	34	37	
School	16	11	12	06	16	27	18	13	05	39	29	08	30		28	18	19	24	
Counseling	17	16	29	11	43	26	32	22	14	39	40	29	41	25		40	39	34	
Public Serv.	18	13	14	10	32	18	30	23	08	35	34	19	21	15	31		37	25	
Military	19	23	25	39	37	24	32	23	16	33	41	37	30	14	33	30		32	
Maturity	20	23	28	24	32	38	37	32	17	36	40	25	36	18	31	21	29		

TABLE 11

COMPARISON OF RESIDUALS IN DIVISIONAL MATRIX AFTER
EXTRACTING ADKINS' CENTROID FACTOR LOADINGS

Residual		Frequencies	
From	To	1955	1951
15	17	1	
12	14		3
09	11	2	3
06	08	7	10
03	05	13	22
00	02	20	22
-03	-01	20	28
-06	-04	18	21
-09	-07	19	10
-12	-10	21	9
-15	-13	6	5
-18	-16	6	2
-21	-19	2	
-24	-22	1	1
		136	136
Mean		-.044	-.014
Standard Deviation		.071	.066

chometric Society and extracted 8 centroid factors. After rotation to an oblique solution she went on to suggest some hypotheses about APA structure. As we observed earlier, discussion has been great but social change imperceptible. The Central Office venture into factor analysis will perhaps do well to match these achievements.

The first Central Office brush with factor analysis was not really a full-blown job. We did what is essentially a cross validation of the Adkins' study. We used 1955 rather than 1951 data on divisional memberships, and we used 5,068 psychologists rather than 3,152. We computed Winer coefficients for the full matrix. Table 10 presents the Winer coefficient, with the Adkins-Winer coefficients above the diagonal, and the Rush-Winer coefficient below.

Instead of re-factoring these things, however, we simply pulled Adkins' factors from the new matrix in order to see how well her factors accounted for the relationships in later data and a larger sample. Eighth-factor residuals were computed, tabulated, and compared with those reported by Adkins. Table 11 shows that the cross-validation residuals tend toward the negative with a mean of $-.044$ as compared with a mean of $-.014$ for the 1951 data. Through chi square we then tested the hypothesis

that there was no difference between these two distributions. The obtained value for chi square was 15.08, significant at the 5 per cent level of confidence for 7 degrees of freedom.

The Rush residuals do depart significantly from those obtained by Adkins; hence her eight factor solution is not completely adequate for the later matrix. We can by no means say that the discrepancies are major or that Adkins should go soak her head; the data do say that some adjustment in certain factor loadings is necessary before the matrix can be explained adequately in terms of Adkins' factors. On the basis of some hasty trials, it appears that such adjustments can be made with no appreciable damage to the factors postulated by Dr. Adkins and, if made, would result in a table of acceptable residuals.

Our recent questionnaire item on 7 major sections was something of an empirical-political test of Adkins' factors. The results, we decided, were not completely discouraging. As a matter of fact they might be regarded as positively encouraging when we look at the inherent complexity of the data Adkins worked with. Division-joining behavior is complex behavior. An individual's division membership may relate to historical accident, a mis-sent application form, financial barriers, or any one of a variety of sociometric miscarriages. We thought it would be a good idea to do an analysis based on data that seemed, in a way, purer and simpler.

In item 6 of our recent questionnaire we asked each of our people to indicate which of 13 substantive divisions they would join if they were free to do all the joining they wanted to. We had 988 series of check marks to work with. For each of these 988 psychologists we also had data from the 1954 Manpower Survey on (a) the first and second content specialty, and (b) the specialty in which employed. These specialty checks, handily enough, were subsumed under the same 13 general rubrics used in the divisional questionnaire. Table 12 shows a good deal about specialties in psychology and how they are interrelated. The table is based on the responses of 11,070 psychologists who completed the manpower questionnaire last year. Diagonal entries show the number of members who indicated a particular specialty and the off-diagonal entries indicate additional specialties for these persons. The table is symmetrical so that one may read down a column or across a row. For example there were 5,320 persons who indicated Clinical as

TABLE 12
DISTRIBUTION OF SPECIALTIES AMONG 11,070 APA MEMBERS

Specialty		Specialty												
No.	Name	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Clinical	5320	764	292	389	341	225	10	57	41	152	459	83	161
2	Counseling	764	2324	80	490	120	48	11	61	50	276	98	60	72
3	Developmental	292	80	732	160	36	51	0	25	4	15	65	11	49
4	Educational	389	490	160	1702	209	40	7	57	14	90	61	136	66
5	School	341	120	36	209	625	10	1	2	2	11	7	2	9
6	Exp., Comp. & Phys.	225	48	51	40	10	1592	182	141	41	79	78	172	115
7	Human Engineering	10	11	0	7	1	182	318	4	34	48	5	36	18
8	General	57	61	25	57	2	145	4	367	10	18	43	32	37.
9	Industrial	41	50	4	14	2	41	34	10	658	346	18	58	99
10	Personnel	152	276	15	90	11	79	48	18	346	1488	54	211	90
11	Personality	459	98	65	61	7	78	5	43	18	54	923	49	125
12	Quantitative	83	60	11	136	2	172	36	32	58	211	49	857	63
13	Social	161	72	49	66	9	115	18	37	99	90	125	63	992

one of their specialties. Seven hundred and sixty-four of these persons said that counseling was also one of their specialties, 292 said developmental, etc.

These data may be very interesting and may be even useful to somebody, but they have nothing directly to do with the factor analysis we carried out. We put the table in here to show that the data do exist and to demonstrate how fat with facts we really are.

For the factor analysis that actually did happen, two kinds of data on our 988 members, specialty data and division-preferring data, were used. From an array of Winer coefficients for the 26 variables (13 specialties and 13 divisions) came three centroid factors. The table of coefficients is available for anyone who wishes to pore over it.

After the extraction of the three centroid factors, the third-factor residuals had a mean of .00, a sigma of .06 and a range from $-.11$ to $.24$ with 94 per cent of the residuals between -10 and $+10$. This seemed a convenient stopping place even though it may be argued correctly that additional factors exist. As a matter of fact there are at least 13 doublet factors left in the matrix. If this sounds surprising, let me explain. The largest residuals were for pairs of variables representing the two different responses to identical content categories. For example the residual for quantitative specialty and quantitative division was the highest in the table, $.24$. In similar fashion each of the other specialty-division pairs had a rather high residual. If we remove these residuals on the assumption that

doublet factors could be extracted, the mean residual becomes $-.01$ and the sigma shrinks to $.05$. The doublets were not actually extracted, for there is little to be gained by so doing, but they can be interpreted as simply indicating that each content area has a certain amount of unique variance above and beyond the common variance accounted for in the three centroid factors.

The three factors account for 74 per cent of the total variance. Of the common variance, the first factor has 31 per cent, the second 47 per cent and the third 22 per cent.

Table 13 shows the original centroid loadings and the new loadings resulting from four rotations by the usual two-plane radial method. A positive manifold was achieved with relative ease due to the nature of the original data and the characteristics of the Winer coefficient. Simple structure, achieved to only a moderate degree in this orthogonal solution, could be improved by an oblique solution. Carl Rush says so. He says that an inspection of the factor plots shows that a set of oblique vectors would fit the data quite nicely. But he didn't try that solution.

To facilitate interpretation of the three factors, factor loadings of $.40$ or greater are in boldface type in Table 13. But before proceeding to the individual factors, it may be worthwhile to call your attention to the interesting consistency between specialty variables and division variables. Almost without exception a significant loading for a specialty variable is accompanied by a loading of

comparable size on its division counterpart and on the same factor. For example, on Factor 2 the Clinical Specialty variable has a loading of .85 and the Clinical Division variable has a loading of .87. The same general picture prevails for all other variables even when they are split between two factors. This is not true uniformly but the number of similarities far exceeds differences. We can conclude that we are dealing with highly reliable data.

If we return now to the speaking of English, we can spin out some notions about the nature of the

three factors we have found. It would be both politically and semantically safer to refer to these factors simply as 1, 2, and 3, but perhaps we can and should put words to them.

One way of describing the first factor, having its highest loadings on Experimental, Human Engineering, General, Personality, Quantitative, and Social Psychology, is in terms of a concern with human behavior in the abstract. If this factor is used to define a category, psychologists here seem to be the sort who, through theory, analysis, and experimentation, wish to make neat and valid psychological generalizations about things.

The second factor, with highest loadings on Clinical, Counseling, School, Developmental, Educational, Personality, and Social Psychology, suggests a concern with the solution of concrete real-life problems involving whole human beings. There is perhaps here an ideographic flavor to things, with a service motivation leading to attempts to make valid generalizations about individual human beings as they wrestle with a very real world.

Factor 3, with highest loadings on Industrial, Personnel, Human Engineering, and Quantitative Psychology, suggests a second sort of concern with practical problems, a concern somewhat more analytic and less ideographic than that in Factor 2, less abstract and less cloistered than that in Factor 1.

Such descriptions, of course, are very loose and represent only one way to fit words to the things spewed up by our calculating machines. Any dues-paying member has a constitutional right to speak his own piece about this or any other emanation from the Central Office.

A good deal can and perhaps needs to be said about those specialties—such as Social and Personality—having significant loading on more than one of the three factors. The present report need not go into the matter. The reader can very probably find ways to make a good deal of sense out of these phenomena.

Let's turn now to a brief look at the ways in which this brute empiricism might possibly be turned to the ends of human welfare.

Without doing violent insult to reality we might set up our three factors as three categories and place every present member of APA, with some pinching and pushing, into one of them. So what?

Our members' moderately favorable response to a seven-section, many-division plan suggests the possible acceptability of a scheme whereby ad-

TABLE 13
FACTOR LOADINGS FOR SPECIALTIES
AND DIVISIONAL CHOICES

(SPECIALTY DATA FROM NSF REGISTER, 1954; DIVISIONAL CHOICE DATA FROM DIVISIONAL QUESTIONNAIRE, JULY, 1955)

Variables	Centroid Factor Loadings			Rotated Factor Loadings			<i>h²</i>
	I	II	III	1	2	3	
Specialties:							
Clinical	80	44	-10	35	85	-03	85
Counseling	74	21	31	13	73	38	69
Developmental	67	39	-12	31	72	-05	62
Educational	73	26	24	15	74	30	66
School	66	46	16	08	81	09	67
Exp., Comp., & Phys.	58	-46	-46	85	01	18	76
Human Engineering	46	-58	-11	59	-09	46	57
General	63	-15	-34	66	28	10	52
Industrial	56	-45	37	27	16	75	66
Personnel	65	-41	48	22	26	84	82
Personality	74	24	-27	52	64	-05	68
Quantitative	66	-40	-08	53	18	42	49
Social	66	05	-24	53	46	10	50
Divisional Choices:							
Clinical	83	42	-08	36	87	03	89
Counseling	82	30	23	20	83	31	82
Developmental	79	39	-18	41	80	-05	81
Educational	79	29	20	20	79	28	74
School	78	45	20	13	90	19	86
Exp., Comp., & Phys.	72	-40	-47	92	16	20	91
Human Engineering	79	-40	14	53	31	65	80
General	79	-19	-31	76	37	21	76
Industrial	75	-38	43	31	35	82	89
Personnel	80	-24	47	25	49	78	91
Personality	89	31	-18	52	81	04	93
Quantitative	77	-36	-12	68	28	44	73
Social	87	18	-18	56	71	11	83

ministrative and governmental purposes are served by one sort of structure while scientific and professional interests are met through another. Perhaps a good plan would be to have three major sections, in addition to the 13 or so relatively large divisions delineated toward the end of our divisional questionnaire. Or perhaps it might be possible to bed down in one major section the theoretical experimental psychologists in Factor Category 1 with the nomothetically inclined applied psychologists in Factor Category 3. Such a marriage of convenience would give us two major sections, with a number of divisions underneath. Thus we could achieve considerable neatness. But of what functional value would this neatness be? Would it be a good idea to assign governmental and administrative functions to only two or three sections, or would such an arrangement become too vague, too impersonal, and too limiting of participation? Maybe it would work to set up the 13 or so divisions with functions essentially the same as at present, but with two or three sections so constituted and chartered that the presidency of APA can alternate between the two or rotate among the 3? An arrangement such as this might help alleviate the feeling now expressed by some members that APA is approaching a tyranny of the sociotropic majority. If we want continuing representativeness in the election of a president perhaps the way to achieve this is through an arrangement whereby the members of only one section determine the slates while all APA members vote. In such a way we might have for president one year the most B-like candidate from Section A while the next we would have the most A-ful member of section B. Since in the election of a president there seems to be no possibility of substituting for the straight-jacketing processes of voting the freer and more creative processes of discussion and consensus, perhaps a move toward some such mechanism of representativeness would be desirable. Such a scheme is suggested by our data and, along with many other schemes, may deserve some mulling.

In concluding this report I would like to escape entirely the confines of data and talk loosely in the form of some general declarative sentences, born of hunch, bigotry, and casual observation, dealing with the structure of APA. I wish to make 5 general points. I will make them as forcefully as I can to indicate that they are merely personal observations.

1. I think it is important that APA exert efforts to find the most satisfactory structure for itself.

But I have a general suspicion that structural problems are not our biggest problems. I do not really think that the structure of APA will have a very drastic effect on the future of psychology. But it might. And because it might we must try manfully, though without frenzy, to create the structure we deem most likely to achieve the ends we want. I think the present structure works pretty well. As a matter of fact, in confronting the business of finding a revised structure, I have come down with a profound respect for the latter-day founding fathers who set up the present one. But maybe there's a better.

2. In thinking about the forms and functions of APA, we cannot rely exclusively on factual data of the sort we have seen here. Or even on vastly better data. Facts, particularly facts about public opinion, do not make decisions nor constitute wisdom.

3. On a more comfortably mundane level, let me say what a number of you have been saying for the past 30 minutes: the present concern for divisional structure ignores entirely the question of geographic structures in psychology and in APA. It deals only with matters of the organization and representation of scientific and professional interests that are not affected by the borders of states. The present existence of the Conference of State Psychological Associations represents an APA recognition that geography is important. Any revised structure must recognize the same thing.

4. Psychology changes. APA changes. Any good structural arrangement must allow for its own future modification. Social structures seem to have a way of ossifying. There are some observers now who say that by maintaining present divisions, present boards and committees, present program arrangements, present APA employees, we are, with great sentiment and equal futility, pumping good blood into skeletons. Any governmental plan for APA should have built into it not only legal but psychologically workable provisions for structure to modify itself and to maintain an isomorphism with function. In this connection, incidentally, it might be a good idea to test the functionality of all our present governmental machinery by declaring a moratorium on APA. Perhaps we should just stop everything for a while—fire the Board of Directors, scatter the Council, abolish all committees, kick the bureaucrats out of Washington, rent the Headquarters building

to a high-class undertaker and all get about our private unorganized business. Then, after a while, those forms and structures vitally necessary for the advancement of psychology would surely emerge and each one emerging would have passed a test of utility—a test we cannot readily apply to structures that are encrusted with age and ego-involvement. There are of course many reasons why such an experiment will not—and probably should not be tried.

5. Psychologists have what seems to me a very unusual skill at governing themselves. As a member

of APA and a far gone small-d democrat, I am proud of the Association and the way it operates. But it can be better. And psychologists, with their ability to face an intricate reality while remaining on speaking terms with their own thalamic processes, are just the people who can make it better.

REFERENCE

1. ADKINS, DOROTHY C. The simple structure of the American Psychological Association. *Amer. Psychologist*, 1954, 9, 175-180.

Comment

Recording of Classroom Lectures

I have noted with interest the willingness of our fund-awarding institutions to support research on such topics as the recording of bird songs, insect chirps, frog croaks, and the "speech" of fish. The tape recorder has become as common a tool as the moving picture or calculator.

While I accept the need for basic research of the type cited above, it has seemed to me that we have suffered an irreparable loss in failing to record the classroom lectures of the men and women who have been responsible for bringing psychology to its present level of prestige. While it is true that the essential ideas and expressions of these individuals have been preserved in textbooks and periodicals, who can estimate the value of a tape recording in which James lectures on the stream of consciousness? Is there any publication which could compare with an actual recording in which Titchener explains stimulus error to his students? To what extent would instructors of psychology prize the opportunity of permitting their students to listen to selected lectures by Wundt, Hall, Dewey, Cattell, Ladd, Jastrow, Münsterberg, Thorndike, or Wertheimer? We have already lost the opportunity of obtaining a permanent record of the spoken words of these and other "greats" in psychology. Hull, Carr, Seashore, Pillsbury, Angell, Royce, and Bingham are gone.

While we have the opportunity, I propose that under American Psychological Association or other auspices, funds be appropriated for the purpose of recording classroom lectures of prominent psychologists. Such recordings would be maintained, duplicated, rented, and sold on a nonprofit basis. The lectures of Yerkes, Thurstone, Rogers, Allport, Murphy, Boring, Terman, Lashley, Guilford, Shaffer, *et al.*, come easily to mind. Perhaps Woodworth, Watson, Carmichael, Dashiell, and others no longer actively teaching could be prevailed upon to cooperate. What more fitting memorial could exist than the permanency of a series of lectures as actually delivered? The facility with which the tape recorder and throat microphone are used seems to reduce possible obstacles to a minimum. Is such a project feasible?

SAMUEL KAVRUCK
Washington, D. C.

Sound Seminars

With reference to the letter suggesting that the lectures of prominent psychologists be recorded and made available, I would like to point out that such a project

was established in 1952 by George W. Kisker of the University of Cincinnati, under the name of *Sound Seminars*.

Since that time many distinguished psychologists including Allport, Boring, Beck, Buhler, Burt, Cattell, Harrower, Klineberg, Goldstein, Pressey, Murphy, Mowrer, Miller, Piotrowski, and many others have recorded lectures which we have made available to colleges and universities, clinics, and hospitals.

The project is being operated as a nonprofit educational undertaking and receives no support from professional organizations, associations, foundations, or other private sources. It is entirely self-supporting and must of necessity be so. Its future growth depends upon the continued interest, cooperation, and support of psychologists who are in a position to establish *Sound Seminar* libraries in connection with their departments, or their college or university libraries.

We are always open to suggestions as to possible additions to our recorded library and we are eager to include lectures by promising young psychologists as well as those by well-established "name" psychologists.

FLORENCE RAY KISKER
Sound Seminars, Cincinnati

"The Straw That Broke the Camel's Back" (Answer to Paul Gedansky's Criticism)

I sincerely regret that my statement, "Psychology—a Profession or What," served to heighten Gedansky's anguish to the point where his anger was unleashed against the PhD in psychology. I am fully in sympathy with him, but I find it hard to agree that the MA is the optimum educational requirement for clinical psychology, because "the berated MA technicians have been quietly giving the bulk of clinical services in the hospitals and clinics of the United States for a good many years." Also it does not follow that hospitals and clinics must continue to use the MA in psychology rather than the PhD just because they have done so in the past. As a matter of fact, as recently as five years ago and, in many cases, even today, many hospitals and clinics are hiring so-called psychologists at the BA or BS level. Does this mean that the minimum requirement for clinical psychology should be downgraded to the BA level? Or perhaps it means that no educational requirement is necessary for the practice of clinical psychology. These last two steps would please a tremendous number of aspiring psychologists. Does this make it right?

LEAH GOLD FEIN
Stamford, Connecticut

The Ya Gotta School of Psychology

A psychologist understands. The environment demands. External reality Yeas or Nays. Psychology Uh-Huhs. Life, to a degree, is a permutation of decisions, some consciously made, others made by default (no decision is a decision).

If the above is even grossly fair, then several non-rhetorical questions suggest themselves and the responses of colleagues, especially those in academic settings, are earnestly invited.

To what extent, if any, has psychology undercut old fashioned self-reliance and personal accountability through the popularization of "adjustment" to others, to the environment; of "understanding" (excusing?) failure; of adjusting standards to, you know, "conditions"?

In raising this question I have several thoughts in mind, for example, Bush's article, *Education for All is Education for None*. Also, popular child psychology where "God Forbid" the child should be inhibited! One dare not spank a child until X Psychology book has been consulted. At meetings it is considered psychologically unsound to call for a vote on an issue lest the minority be identified as having been a minority. Instead the consensus is sensed or presumed.

At registration time some college students will request counseling help in planning their programs time-wise, when all that is involved is reading a printed schedule and selecting courses to fit their own time schedules.

How often have you listened to the old refrain, "I only do well in the courses I like." How often have you received a referral to the effect: "Student X cheated on my examination: I think he is disturbed." "Student Y is charged with statutory rape: I think he's disturbed."

Might it not be that disciplinary action rather than "supportive therapy" is the first order of business? Atavistic? Name-calling notwithstanding, the question still stands.

Reversing the coin, I wonder to what extent poor or nonexistent study habits, poor spelling, difficulties with mathematics and language in high school and college may not be attributed to parental and/or personal laxity ("Don't push your child") rather than to unresolved oedipal complexes or to hatred of the father image, or authority, or society. Might it not be that the "reed of peace" has been too indiscriminately substituted for the "drum of war"?

Once upon a time I was greatly impressed by the argument that a psychologist should never, never betray disapproval of a counselee's behavior no matter how deviate in that the parents in particular and society in general must have disapproved and said disapproval presumptively had been ineffectual.

Now on the basis of some ten years' experience I am

under the impression that the concept of discipline in general and of self-discipline in particular is a foreign, an unknown concept to a significant number of counselees. In short, rather than insistence upon adherence to standards having failed or having caused maladjustment, adherence to standards has not been required or tried in all too many instances.

Again, if the above is not completely off the mark, there would seem to be room for a psychology (?) of Ya Gotta or Else; for an insistence on toeing the mark lest by "understanding" (and by implication "acceptance") of deviate behavior the value of meeting standards be undercut. I do appreciate the distinction between understanding and acceptance and yet it does seem that they tend to merge one into another in practice. I also appreciate that psychology itself advocates "setting limits," "structuring the environment," "maintaining consistency of reward and punishment." For that matter, Freud, himself, noted telling a counselee, "You don't need psychoanalysis. What you need are a few good inhibitions."

And yet, it does seem that the popular conception of psychology, the things everybody knows about psychology, omits these very important limiting concepts. Increased stress or popularization of the other side of psychology may be in order.

Couched otherwise, I am arguing for a possible therapeutic value in a clean failure; for positive disapproval on the part of the psychologist when warranted; for refusing services when such is indicated; for restatement of purposes and possible re-education of those making referrals to psychologists. I do question whether or not "understanding" in the sense of making allowances has not been overdone to the hurt of the very individuals it was meant to help. It would be ironic indeed if the good service of psychology were allowed to become, in fact, a disservice.

EMERSON COYLE
Brooklyn College

McClelland's Statement on the Quality of Students in Psychology

Since the statement *The Recruitment of Scientific Psychologists* by David McClelland was released with some enthusiasm, I think you should release the following statement, with or without enthusiasm.

Recently I have heard a number of colleagues deplore the quality of students now studying psychology in our colleges and universities. The authority for their lament was the statement of David McClelland in the *American Psychologist* (December, 1954), deploring the lack of top quality students in psychology. He said, "I do not believe that we attract the really top quality personnel that go into physics, on the one hand, or

history and some of the social sciences, on the other." Since the statement presents no data and is based only upon personal impressions, its conclusions are certainly open to question. This is especially true when we consider that a careful study "The recruitment, selection and training of social scientists" (including psychologists) by Elbridge Sibley (*Social Science Research Council Bulletin*, 58, 1948) reaches an entirely different conclusion: "... the number of outstandingly able students specializing in the social sciences compares not unfavorably with the number in the natural sciences, whose students are widely believed to be markedly superior. This finding has led us to conclude that the crucial problem at present is one of training rather than of recruitment" (p. 128). Beliefs about students are as open to systematic inquiry as other problems that interest psychologists.

PAUL E. EISERER
Columbia University

Productivity of American Psychologists Born Prior to 1879

The article by Wayne Dennis on the Productivity of American Psychologists in the May, 1954, *American Psychologist*, reveals the names of the 16 psychologists, born prior to 1879, who occupy the top decile of productivity based on the bibliographies contained in Carl Murchison's *Psychological Register*, III, 1932, and who contributed 47 per cent of the total output. What was the total number of publications of each of these writers? The answer to this interesting query appears in the following tabulation, based on the same source of information:

Edward L. Thorndike, 262	Mary W. Calkins, 88
J. E. Wallace Wallin, 153	Charles H. Judd, 88
Clarence E. Ferree, 147	John B. Watson, 82
Knight Dunlap, 127	Shepard I. Franz, 80
Melvin E. Haggerty, 111	June Downey, 76
Robert M. Yerkes, 102	James H. Leuba, 61
Lewis M. Terman, 99	Max F. Meyer, 61
Margaret P. Washburn, 99	Howard C. Warren, 61

All of these pioneers have departed this life except five: Meyer, Terman, Wallin, Watson, and Yerkes.

EMANUEL VARGAS
New York University

The Trend Toward Economy

A point that has crossed my mind several times in the past year concerns what appears to be a new trend in APA publication policies. I am referring to the

trend toward economy that involves new methods of printing, etc. For instance, the *Psychological Abstracts* is now produced by planography rather than letterpress, and the issue is for two months instead of one. Similar is the plan to have reprints reproduced photographically with a reduced letter-size print.

It strikes me that these changes will not in the long run help us scientifically and professionally to an extent that would warrant the economies that would be effected. The readership of the *Psychological Abstracts* is, I am convinced, reduced by the new procedure. There is an inevitable tendency to put off a perusal of the thick, bimonthly issue, let alone the fact that the normal delay in the production of the *Abstracts* is now further increased, perhaps, by the revised publication plan. At any rate, one gets at least a month further behind in the reading. But more important is the change of type which is both harder to read and less pleasant—at least for me. I know that there is in all of us a conservative streak that makes us balk a bit at photographic print as compared to the letterprint that we have come to identify with *real* printing. But I have taken this point into consideration in the opinion expressed, and even with this allowance submit for your consideration these thoughts.

The new plan regarding the manufacture of reprints strikes me as perhaps even more inadvisable than the foregoing. When reprints are used, as they inevitably are, to invite participation in one's research and thinking, a reduction in the ease with which these reprints are accepted for reading clearly tends to make them less effective. I suppose that if one were after a certain bit of information that one would need vitally for some research task, one would be willing to use a magnifying glass if necessary or go to any other trouble involved to get the information. But if one is to use the *Psychological Abstracts* as a means of keeping up with the plethora of publications these days and if one is to use reprints to invite interest in one's current research, I gravely doubt the advisability of any changes in production that would tend to impede the success of these goals.

From the strategic side may I add that in these days of *professional* controversy and conflict I think it behooves all of us to keep foremost in our thinking the academic and scientific values related to our research and publications; financial economies should, for the time being, be kept secondary unless they are truly imperative.

SAUL ROSENZWEIG
Washington University

Psychological Notes and News

Ethel Bowman, Cohasset, Massachusetts died in July 1955.

Reverend Louis B. Snider, Chicago, Illinois died on September 28, 1955.

L. L. Thurstone, University of North Carolina, died on September 29, 1955, at the age of 68.

At Michigan State University, Donald M. Johnson has been designated acting head of the department of psychology for the present year. The following promotions were effective July 1: Donald M. Johnson to professor; G. Marian Kinget to associate professor; Paul Bakan to assistant professor; John Hurley to assistant professor. Harold H. Anderson has been designated research professor. New appointments this fall are: Eugene Jacobson as associate professor; Abram Barch as assistant professor; Earl Carlson as assistant professor; Stanley Ratner as assistant professor. Frederick Wickert is on leave of absence for two years in Saigon, working on training procedures in the Civil Service. This is part of a larger contract between MSU and the government of Viet Nam. Henry Clay Smith is on sabbatical leave with a Fulbright grant to conduct research in industrial psychology in Milan, Italy.

The department of psychology and the Institute for Applied Experimental Psychology, Tufts University announce the following appointments: Philip B. Sampson, instructor in psychology; Joanne Chandlee, graduate teaching assistant in psychology; Harold Bishop, Allan W. Mills, Philip B. Sampson, research associates; Edythe M. S. Anderson, Virginia Bullard, Naomi J. Curtis, Kenneth C. Hageman, Donald N. O'Connell, Paul G. Ronco, research assistants; Elaine J. M. Sanders, Patricia M. Shumake, Robert B. Kelly, graduate research assistants; and Lillian E. Reilly, Social Science Research Council fellow. Other members of the Institute staff are: Joseph W. Wulfeck, director; Mason N. Crook, scientific director; Edward M. Bennett, Dorothea J. Crook, Donald B. Devoe, Norman B. Hall, Jr., Frank P. Jones, Leonard C. Mead, Alice L. Palubinskas, Margaret W.

Raben, Ezra V. Saul, Alexander Weisz, research associates; Florence E. Gray, John A. Hanson, Jack Jaffe, research assistants; Phillis Epstein, Cynthia Hooper, Norman Jeffries, Ann Sullivan, technical assistants.

At Southern Illinois University the department of psychology has activated a new two-year subdoctoral education and training program and has accepted its first class of ten full-time students. New faculty added to the staff are: Harry Waller Daniels, associate professor; Israel Goldiamond, assistant professor; William Lyle, assistant professor; and David S. Palermo, assistant professor. Continuing members of the staff are: Noble H. Kelley, chairman; William C. Westberg, professor; Leslie F. Malpass, associate professor; Janet Rafferty, assistant professor; and Forrest B. Tyler, assistant professor.

At the University of Missouri Harry Kalish has been appointed assistant professor and psychologist in the Mental Hygiene Clinic to succeed Thomas Pustell, who has accepted an appointment at the Western Psychiatric Institute. Frank Ray Wilkinson has resigned to join the staff at Brigham Young University. Nancy Gaines Burton and Reed Lawson have been appointed as assistant professors. Melvin H. Marx has been promoted to professor; David Bakan and Kenneth Brown have been promoted to associate professors. Robert S. Daniel, professor, has been appointed chairman of the psychology department to succeed Fred McKinney who will devote part time to educational TV.

Edward A. Bilodeau has resigned from the Air Force Personnel and Training Research Center at Lackland Air Force Base and will be at Tulane University for the present year as a visiting lecturer in psychology.

Harold H. Kelley, formerly of Yale University, has been appointed associate professor in the department of psychology, University of Minnesota.

William B. Knowles, Jr., formerly research psychologist at the Naval Research Laboratory, has been appointed associate professor and chairman of

the department of psychology at Millsaps College, Jackson, Mississippi.

Andrew W. Halpin, formerly research associate in psychology at the Personnel Research Board, Ohio State University, has been appointed professor of education at Montana State University, Missoula.

Walter W. Surwillo has been appointed research associate in the Laboratory for Psychological Studies, Allan Memorial Institute of Psychiatry, Montreal.

Vytautas J. Bieliauskas, director of the School of Clinical and Applied Psychology of the Richmond Professional Institute, announces the following new appointments to the staff: **R. Omer Lucier**, **Donald P. Ogdon**, and **Nicholas M. Vincent** as associate professors; **Dell Lebo** as assistant professor. **Edwin R. Thomas**, who was on leave of absence at Syracuse University, returned to the staff of the School of Clinical and Applied Psychology as assistant professor.

DWane R. Collins has returned to the United States from Sao Jose dos Campos, Brazil, where he served three years as consultant to the dean of men in the Brazilian Air Forces new Aeronautical Engineering School. He is now serving as Coordinator of Pupil Personnel Services Team in the Public Schools of Snyder, Texas. The project is a three-year pilot program designed to develop effective team concepts and working relationships involving all special services of the school. The University of Texas, The Hogg Foundation for Mental Hygiene, The Mental Health Division of the Texas State Department of Health, and the Texas Education Agency are collaborating in the development of the program.

Hirsch Lazaar Silverman has been appointed assistant to the Superintendent in Charge of Special Services, Nutley (N. J.) Public Schools. He will continue his duties as director of psychological services for the entire school district and will serve again this year as associate editor of the *Bulletin* of the New Jersey Academy of Science.

Rohrer, Hibler & Replogle announces the following appointments to their staff effective October 1, 1955: **Joseph L. Bingham** to their New York office, and **Paul R. Fuller** to their Atlanta office.

Effective October 10, **Theodore R. Cross** was appointed to the Los Angeles office.

Edward Glaser & Associates announce the addition of **William Marshall Wheeler** in London as a part-time associate. Dr. Wheeler is senior psychologist at the Tavistock Institute of Human Relations, London, England.

Norman M. Chansky has been appointed instructor in the psychology department of Adelphi College, Garden City, New York.

John W. Stafford will represent the APA at the Thirty-Eighth Annual Meeting of the American Council on Education, October 6-7, 1955, in Washington, D. C.

Walter L. Wilkins represented the APA at the dedication of the Renard Hospital in St. Louis, Missouri on October 10, 1955.

Martin M. Grossack has accepted a temporary appointment as assistant professor at the University of Hawaii while on leave from Philander Smith College, Little Rock.

The **American Institute for Research** announces the appointment of the following new members to its research staff during the past few months. The Highway and Safety Research Program under the direction of **Theodore W. Forbes** has appointed **Milton S. Katz** as associate project director. He will be working on the study of human behavior affecting accidents on the Pennsylvania Turnpike. The staff of the program on Human Factors in Special Weapons under the direction of **Harley O. Preston** announces the appointment of the following staff members who have joined the detachment in Albuquerque, New Mexico: **William F. Bennett**, **Joe D. Brower**, **Roy D. Dunlap**, **Owen Jacobs**, **Wayne K. Kirchner**, **Richard L. Krumm**, and **Daryl G. Nichols**. The Leadership and Group Behavior Program directed by **Barbara J. Suttell** in Washington, D. C., announces the appointment of **William A. Gorham**, **Paul Spector**, and **Shirley S. Pumroy**. **Leo R. Eilbert** has joined the staff of the program on Measures of Proficiency and Effectiveness under the direction of **Robert Fitzpatrick**. The staff of the Systems and Human Engineering Program directed by **Robert B. Miller** has added **Robert C. Craig**, **Frank P. Gatling**, and **Emanuel Kay**. **Randall M. Hanes** has joined the staff of the

Program on Training and Performance Measurement under the direction of Robert Glaser. Another new member of this program staff is Robert A. Goldbeck. Fred W. Schmid of Zurich, Switzerland has recently joined the staff as an industrial trainee under the Institute's Exchange-Visitor Program.

James M. Vanderplas, formerly chief, Visual Display's Section, Wright Air Development Center, has been appointed assistant professor of psychology at Washington University, effective July 1, 1955.

John O. Noll is now chief psychologist at the Dayton Adult Guidance Center, Dayton, Ohio.

Ledford J. Bischof has joined the staff of Northern Illinois State College, DeKalb, Illinois, as associate professor of psychology. He was formerly associate professor at Southern Illinois University, Carbondale, Illinois.

Sidney S. Robbins has accepted an appointment with the United Nations Technical Assistance Administration and is currently the director of a rehabilitation project in Bombay, India. The project, known as the Bombay Rehabilitation Project, is under the joint sponsorship of the World Veterans Federation and the United Nations.

Maurice K. Temerlin has been added to the staff of the department of psychology, University of Oklahoma, as assistant professor.

John C. Hayward has been appointed dean of student affairs at Bucknell University.

Edward A. Wicas, formerly teaching fellow in counseling and personnel at Boston University, has accepted the position of director of student personnel and assistant professor of education at Hillyer College, Hartford, Connecticut.

Albert J. Latham has joined the Design Division of Chance Vought Aviation, Inc., Dallas, Texas.

J. M. Porter, Jr., of the University of Tennessee is the new vice chairman of the Tennessee Board of Examiners in Psychology.

The Psychological Newsletter has added Stuart W. Cook as a member of its Consulting Editorial Board, starting September 1955.

Correction. In the September *American Psychologist* (p. 583) there was a news item concerning the Group for Community Guidance Centers in which the address is incorrect. Information about the Group may be obtained from Dr. Ross Thalheimer, 161 West 54th Street, New York 19, New York.

VA DEPARTMENT OF MEDICINE AND SURGERY
ANNOUNCEMENTS

Clinical Psychology Division

Harvey R. Austrin, Chief Clinical Psychologist, VA Regional Office, Indianapolis, Indiana, has gone on leave without pay status to accept a staff position at Ohio State University.

Theodore H. Barrett, Jr., has transferred from the staff of VA Hospital, Marian, to the position of Chief Clinical Psychologist, VA Regional Office, Indianapolis, Indiana.

Jack S. Bassell, formerly a trainee at New York University, has been appointed to the staff of VA Hospital, Leech Farm Road, Pittsburgh, Pennsylvania.

Marianne Beran has transferred from the staff of VA Hospital, Lyons, New Jersey, to the staff of VA Hospital, New York, New York.

Newell H. Berry, Chief Clinical Psychologist, VA Mental Hygiene Clinic, Oklahoma City, Oklahoma, has transferred to the position of Chief Clinical Psychologist, VA Hospital, Ft. Thomas, Kentucky.

Earl C. Brown has been designated Chief Clinical Psychologist at VA Center, Wadsworth, Kansas.

Leonard Coleman, formerly a trainee at Michigan State University, has been appointed to the staff of VA Hospital, Canandaigua, New York.

Neil W. Coppinger, Chief Clinical Psychologist, VA Center, Wadsworth, Kansas, has transferred to the position of Chief, Psychology Training Unit, VA Hospital, Augusta, Georgia.

Richard C. Cowden has resigned from the staff of VA Hospital, Gulfport, Mississippi, to accept a position at Michigan State Normal College, Ypsilanti, Michigan.

Norman Graff, a graduate of the VA Training Program, Michigan State University, and formerly of the staff of Toledo State Hospital, has been appointed to the staff of VA Hospital, Battle Creek, Michigan.

Paul D. Greenberg has resigned from the staff of VA Hospital, Battle Creek, Michigan, to accept a position with RAND Corporation.

Fred H. Herring has transferred from the position of Chief Clinical Psychologist, VA Hospital, McKinney, Texas, to the staff of VA Hospital, Ft. Lyon, Colorado.

Dale S. Higbee, a graduate of the VA Training Program, University of Texas, has been appointed to the staff of VA Hospital, Salisbury, North Carolina.

Shirley C. Klumb, a graduate of the VA Training Program, Northwestern University, has been appointed to the staff of VA Hospital, Hines, Illinois.

William E. Knapp has transferred from the Vocational Counseling staff, VA Hospital, Oakland, California, to the Clinical Psychology staff, VA Regional Office, San Francisco, California.

Avrom A. Leve has resigned from the staff of VA Regional Office, Boston, Massachusetts, to accept a position with Northeastern University.

Marjorie Ann Mertens has resigned from the staff of VA Regional Office, Huntington, West Virginia, to accept a position in the Pennsylvania state system.

Louis J. Moran has resigned from the staff of VA Hospital, Houston, Texas, to accept a position as assistant professor of psychology, University of Texas.

Richard G. Murney has resigned from the staff of VA Hospital, Topeka, Kansas, to accept a position as assistant professor of psychology, St. Louis University, St. Louis, Missouri.

Robert C. Nichols has transferred from the staff of VA Hospital, Houston, Texas, to the staff of VA Hospital, Downey, Illinois.

Forrest C. Orr, recently of the staff of the State Hospital, Chattahoochee, Florida, has been appointed to the staff of VA Hospital, St. Louis, Missouri.

Homer B. C. Reed, Jr., has resigned from the staff of VA Hospital, Chillicothe, Ohio, to accept a position with the University of North Dakota.

Burton W. Robinson has resigned from the staff of VA Hospital, Ft. Meade, South Dakota, to accept a position with Brigham Young University, Provo, Utah.

George Sakheim has been appointed to the staff of VA Hospital, Brockton, Massachusetts.

Walter W. Simon has been appointed to the staff of VA Hospital, Tomah, Wisconsin.

Vocational Counseling

Charles Lynch has been appointed to the staff of VA Hospital, Chillicothe, Ohio.

Fred Fabian has been appointed to the staff of VA Hospital, Northport, L. I., New York.

Jack Basham has been appointed to the staff of VA Hospital, Chillicothe, Ohio.

Richard James has been appointed to the staff of VA Hospital, Montrose, New York.

ABEPP ANNOUNCEMENTS

The American Board of Examiners in Professional Psychology is pleased to announce the award of its diploma to additional members of the profession.

Awards have been to the following 57 candidates who have satisfactorily completed both written and oral examinations in addition to all other requirements of training, experience, and endorsements:

Leonard S. Abramson	Clinical Psychology
Marvin L. Aronson	Clinical Psychology
John T. Bair	Counseling Psychology
Marian R. Ballin	Counseling Psychology
Harold Basowitz	Clinical Psychology
Douglas D. Blocksma	Counseling Psychology
Glen A. Brackbill	Clinical Psychology
John J. Brownfain	Clinical Psychology
Bettye M. Caldwell	Clinical Psychology
Abraham Carp	Clinical Psychology
Bertram D. Cohen	Clinical Psychology
George E. Copple	Clinical Psychology
Gordon F. Derner	Clinical Psychology
Paul R. Dingman	Clinical Psychology
Allen T. Dittmann	Clinical Psychology
Norman L. Farberow	Clinical Psychology
Samuel H. Friedman	Clinical Psychology
Norman Garnezy	Clinical Psychology
Frederick Gehlmann	Industrial Psychology
Phillip A. Goodwin	Clinical Psychology
Milton S. Gurvitz	Clinical Psychology
Ludwig Immergluck	Clinical Psychology
Walter F. Johnson	Counseling Psychology
Robert E. Kantor	Clinical Psychology
Ethelyn H. Klatskin	Clinical Psychology
Sheldon J. Korchin	Clinical Psychology
Leonard Krasner	Clinical Psychology
Richard S. Lazarus	Clinical Psychology
A. David Lazovik	Clinical Psychology
Kenneth B. Little	Clinical Psychology
Martin Mayman	Clinical Psychology
Robert L. McFarland	Clinical Psychology
Paul E. Meehl	Clinical Psychology
Bernard Meer	Clinical Psychology
Fannie D. Montalto	Clinical Psychology
David H. Orr	Clinical Psychology

Penelope P. Pollaczek	Clinical Psychology
Karl E. Pottharst	Clinical Psychology
Ernst Prelinger	Clinical Psychology
Joseph Samler	Counseling Psychology
Richard Sanders	Clinical Psychology
Hartwell E. Scarbrough	Clinical Psychology
Ellwood W. Senderling	Counseling Psychology
David Shapiro	Clinical Psychology
Stewart B. Shapiro	Clinical Psychology
Joseph G. Sheehan	Clinical Psychology
Daniel E. Sheer	Clinical Psychology
Edward J. Shoben, Jr.	Clinical Psychology
Max Siegel	Clinical Psychology
Marianne L. Simmel	Clinical Psychology
Fred E. Spaner	Clinical Psychology
Rae Shifrin Sternberg	Clinical Psychology
Joseph Stubbins	Counseling Psychology
Robert D. Weitz	Clinical Psychology
Francis M. Wickersham	Clinical Psychology
Clarence L. Winder	Clinical Psychology
Herbert Zucker	Clinical Psychology

In addition to the above awards made on the basis of successful completion of written and oral examinations, the American Board of Examiners in Professional Psychology is pleased to announce herewith the award of its diploma to Katherine Wilcox in Clinical Psychology. This represents an award to a senior member of the profession on the basis of a review of individual qualifications and with waiver of written and oral examinations.

According to continuing Board policy, all previous awards have been announced in the *American Psychologist*.

To date, the Board has made a total of 1,245 awards of its diploma. These awards are distributed as follows:

Diploma awarded to senior members of the American Psychological Association with waiver of written and oral examinations	1,068
Diploma awarded to members of the American Psychological Association by satisfactory performance on written and oral examinations	159
Diploma awarded to senior members of the Canadian Psychological Association with waiver of written and oral examinations	18
Total	1,245

The American Board of Examiners in Professional Psychology, Inc., announces a new statement of policy on acceptable qualifying professional experience for the award of its diploma.

In formulating standards of acceptable experience, the Board attempts to reflect the emerging standards of the profession. In interpreting the experience requirements, however, it takes account of

the conditions prevailing at the time a candidate began his professional career, and evaluates each case on its individual merits.

The Board recognizes that professional experience may and frequently should include such activities as research, teaching, and administration. Experience in these areas is counted as qualifying if the research, teaching, and administration are in the field of specialization in which the candidate seeks the diploma and provided that the total experience includes a substantial proportion of professional practice.

All candidates are required to submit a minimum of five years of acceptable professional experience, of which at least four years will be postdoctoral. One year of predoctoral experience is accepted provided that it follows the completion of two years of graduate study in psychology. Other experience requirements for the particular specialties follow:

Clinical Psychology. The five years of experience shall include substantial blocks of supervised experience in both diagnosis and therapy.

At least one year of experience shall be under the active supervision of a qualified clinical psychologist. Ordinarily the first year of acceptable experience will be supervised.

At least one year of experience shall be in a setting where psychologists work collaboratively with members of the medical profession, ordinarily with psychiatrists.

Experience in private practice will be accepted only if preceded by three years of experience under professional supervision and if the private practice is conducted in reasonably close association with qualified psychologists or other professional persons.

Counseling Psychology. The five years of experience shall include substantial blocks of supervised experience on both appraisal and counseling.

At least one year of experience shall be under the active supervision of a qualified psychologist. Ordinarily the first year of acceptable experience shall be supervised.

Experience in private practice will be accepted only if preceded by three years of experience under professional supervision and if the private practice is conducted in reasonably close association with qualified psychologists or other professional persons.

Industrial Psychology. The five years of experience shall be broad in scope and include many of the activities customarily carried out by professional industrial psychologists.

Independent private practice ordinarily will be accepted only if preceded by at least three years of experience under supervision.

The Division of School Psychologists is planning to hold its first **Professional Institute for School Psychologists** prior to the next annual meeting of the APA. The Institute, an in-service training function of the Division, is intended primarily for members of the Division and is being planned for both post and predoctoral persons rendering psychological service in schools. While detailed arrangements for the Institute are yet to be made, it will probably run for less than a week. Application blanks and complete information regarding place, time, content, staff, and fees will be available in early spring. Inquiries and suggestions can be addressed either to the President of the Division or to T. E. Newland, chairman of the Professional Institute Committee, 1003 W. Nevada Street, Urbana, Illinois.

The **Yale Communications Research Program** under the direction of Professor Carl I. Hovland has received a grant of \$200,000 from the Rockefeller Foundation to continue over the next ten years its investigations into psychological factors underlying the effects of communication on opinion, attitudes and belief. In addition it has received a contract from the Bell Telephone Laboratories for closely related work on the effects of communication in formal organizations. Members of the Yale faculty participating in the Communications Research Program are Robert P. Abelson, Jack W. Brehm, Arthur R. Cohen, Leonard W. Doob, Carl I. Hovland, Irving L. Janis, William J. McGuire, Fred D. Sheffield, and Milton J. Rosenberg. A collaborative grant program has been instituted in conjunction with the program. Researchers at other institutions working on a collaborative basis include Muzafer Sherif (Oklahoma), Abraham S. Luchins (Oregon), Edmund Howe (Adelphi), Donald T. Campbell (Northwestern), Herbert C. Kelman (USPHS), and O. J. Harvey (Vanderbilt). A limited number of graduate student assistantships are available annually for work in the area. Applications for 1956-1957 should be received by February 1, 1956.

The Division of Medical Sciences, National Academy of Sciences, National Research Council, is accepting applications for grants-in-aid of research

in three specialized fields: (a) Problems of Alcohol, (b) Research in Problems of Sex, (c) Drug Addiction and Narcotics. Further details and application blanks may be obtained by writing to Division of Medical Sciences, National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington 25, D. C.

Last spring, when it was learned that the major foundations did not plan to subsidize research on desegregation, the Society for the Psychological Study of Social Issues announced a program of **Grants-in-Aid for Research on Desegregation**. A total of \$1,000 was made available, with the provision that no single grant would exceed \$500. The SPSSI Committee (Isidor Chein, chairman; Kenneth B. Clark, Herbert Hyman, and M. Brewster Smith) selected four projects to which subsidies were given: Ernest Q. Campbell, of Vanderbilt University, will study attitudes of white and Negro junior and senior high school students before and after desegregation. Harry Jennings Crockett, Jr., of Washington University, will work on factors related to Negro students' acceptance or rejection of the opportunity to attend desegregated schools. A study of relationship between attitudes toward compliance and attitudes and information on other variables among community leaders will be made by Lewis M. Killian and John L. Haer of Florida State University. Harold Mendelsohn, of American University, will make an analysis of factors related to student strikes following desegregation.

SPSSI plans to make some funds available each year for support of small research projects in fields where major foundation support is not available. Either 15 per cent of royalties on Society-sponsored books, or \$1,000, whichever is larger, will be allocated from the Treasury annually. Members may contribute to enlarge the fund and additional funds will be sought from other sources. The SPSSI grants will be restricted to small projects which can be completed or substantially advanced within a grant of \$500. Each year SPSSI will select the area for which grants will be offered, and a committee will be appointed to administer the research program. The field for which the Grants-in-Aid will be given this year, and the procedure for application, will be announced later.

National Science Foundation Graduate Science Fellowships for 1956-1957. Applications

are now being received for the National Science Foundation's Fifth Annual Graduate Fellowship Program. National Science Foundation fellowships are awarded to American citizens who will begin or continue their studies at the graduate level in the mathematical, physical, biological, medical, engineering, and other sciences during the 1956-1957 academic year. For the first time the Foundation will award fellowships in fields of convergence between the natural sciences and the social sciences. Approximately 20 fellowships will be awarded in such convergent fields as mathematical economics, demography, information and communication theory, and the history and philosophy of science. Applications may be obtained from the Fellowship Office, National Research Council, Washington 25, D. C. The closing dates for receipt of applications are December 19, 1955, for postdoctoral applicants, and January 3, 1956, for graduate students. Selections will be announced on March 15, 1956.

Statement Concerning Participation of the Eastern Psychological Association in the December Meeting of the American Association for the Advancement of Science at Atlanta, Georgia. The Eastern Psychological Association has maintained a policy, reaffirmed during the 1955 meetings, of not holding meetings in localities where racial segregation is practiced. Because of its explicit policy, the Eastern Psychological Association cannot, in all consistency, support the meeting of an organization with which it is affiliated if that meeting takes place in a locale where racial segregation exists.

The 1955 meetings of the American Association for the Advancement of Science will be held in Atlanta, Georgia, where it is understood that segregation will apply in the case of hotels, restaurants, and transportation.

We realize that racial segregation will *not* be practiced at the scientific sessions of the Atlanta meeting and that the officers and Board of Directors of the American Association for the Advancement of Science believe that the example of non-segregation at scientific sessions in a great southern city will contribute to the cause of racial tolerance. We hope they are correct and urge them to plan to take the necessary steps to make that example maximally effective.

The policy of the Eastern Psychological Association,

however, is against subjecting any scientists to the indignity of segregation either inside or outside of scientific sessions. In conformance with this policy, its officers and Board of Directors have voted that the Eastern Psychological Association and its delegates will not officially participate in the Atlanta meeting.

The **Walter V. Bingham Lecture** for 1955-1956 will be given at The Ohio State University by Donald G. Paterson. The exact date will be announced later. The lecture for 1954-1955 was to have been given last March by L. L. Thurstone, but owing to Dr. Thurstone's illness at that time, he was unable to give the lecture.

The program **Psychologically Speaking**, conducted by Lee Steiner, has been awarded the 1955 First Place Award at the Ohio State Institute for Education by Radio-Television.

The American Psychological Foundation has recently received a royalty check for the book *Thematic Test Analysis*. The editors and contributors (Magda Arnold, Betty Aron, Leopold Bellak, Leonard Eron, Reuben Fine, Samuel Futterman, Harry Grayson, A. A. Hartman, Robert R. Holt, Max Hutt, Shirley Jessor, Walter Joel, Lillian Kaplan, Helen Kitzinger, Seymour Klebanoff, Bruno Klopfer, Sheldon Korchin, Jose Lasage, Kenneth B. Little, Karen Machover, Henry A. Murray, Julian B. Rotter, Helen Sargent, David Shapiro, Edwin S. Shneidman, Percival Symonds, William Unger, and Ralph K. White) have chosen to give this check and all subsequent royalty checks to the Foundation.

The **Suffolk County Psychological Association** has recently been organized, and the following officers elected for 1955-1956: Norman Berk, president; Stanley Schwartz, president-elect; Leonard Schwartz, treasurer; Ruth Pasternack, recording secretary; Grace Lauro, corresponding secretary. Future programming includes the investigation of psychological resources in Suffolk County; an intensive public relations campaign; a series of meetings acquainting the membership with activities of psychologists in the county, and with various projects of interest to psychologists in general. Inquiries concerning the organization and membership may be addressed to Norman Berk, 14 St. Andrews Drive, Huntington, New York.

Convention Calendar

American Psychological Association: August 30-September 5, 1956; Chicago, Illinois

For information write to:
Dr. Fillmore H. Sanford
1333 Sixteenth Street N.W.
Washington 6, D. C.

National Society for Crippled Children and Adults: November 27-30, 1955; Chicago, Illinois

For information write to:
Miss Jane Shover
National Society for Crippled Children and Adults, Inc.
11 South La Salle Street
Chicago, Illinois

American Vocational Association: December 5-9, 1955; Atlantic City, New Jersey

For information write to:
Mr. A. Lowell Burkett
American Vocational Association
1010 Vermont Avenue N.W.
Washington 5, D. C.

American Society of Group Psychotherapy and Psychodrama: December 9-10, 1955; New York City

For information write to:
Mr. Lewis Yablonsky, Program Chairman
98 Morningside Drive
New York 27, New York

Third Interamerican Congress of Psychology: December 16-21, 1955; Austin, Texas

For information write to:
Dr. Werner Wolff
Bard College
Annandale-on-Hudson
New York

American Association for the Advancement of Science: December 26-31, 1955; Atlanta, Georgia

For information write to:
Dr. Raymond L. Taylor
American Association for the Advancement of Science
1025 Connecticut Avenue N.W.
Washington 6, D. C.

American Statistical Association: December 27-30, 1955; New York City

For information write to:
Mr. Samuel Weiss
1108 Sixteenth Street N.W.
Washington, D. C.

American Genetic Association: January 12, 1956; Washington, D. C.

For information write to:
Mrs. Barbara Lake
1507 M Street N.W.
Washington 5, D. C.

American Group Psychotherapy Association: January 13-14, 1956; New York City

For information write to:
Dr. Norman Locke
American Group Psychotherapy Association
228 East 19th Street
New York 3, New York

New York State Psychological Association: January 27-29, 1956; New York City

For information write to:
Dr. Leonard S. Kogan
105 East 22nd Street
New York 10, N. Y.

Ontario Psychological Association: February 3-4, 1956; Kingston, Ontario, Canada

For information write to:
Dr. J. M. Blackburn
Department of Psychology
Queen's University
Kingston, Ontario, Canada

American Orthopsychiatric Association: March 15-17, 1956; New York City

For information write to:
Dr. Marion L. Langer
American Orthopsychiatric Association
1790 Broadway
New York 19, New York

Southwestern Psychological Association: March 22-24, 1956; Dallas, Texas

For information write to:
Dr. Ernestine B. Bowen
Division of Mental Health
State Health Department
Austin, Texas

Eastern Psychological Association: March 23-24, 1956; Atlantic City, New Jersey

For information write to:
Dr. Gorham Lane
Department of Psychology
University of Delaware
Newark, Delaware

Southern Society for Philosophy and Psychology: March 29-31, 1956; Asheville, North Carolina

For information write to:
Dr. Joseph E. Moore
Department of Psychology
Georgia Institute of Technology
Atlanta, Georgia

Southeastern Psychological Association: April 29-May 1, 1956; Atlanta, Georgia

For information write to:
Dr. M. C. Langhorne
P. O. Box 2
Emory University, Georgia

Midwestern Psychological Association: May 3-5, 1956; St. Louis, Missouri

For information write to:
Dr. Donald W. Fiske
5728 South Ellis Avenue
Chicago 37, Illinois

Bind your copies of APA journals

Arrangements have been made by the American Psychological Association for subscribers to have their journals bound into distinctly designed books. The binding is washable buckram with your name imprinted on the cover.

The prices and colors are listed below:

Journal of Abnormal and Social Psychology	dark green	\$3.30
Journal of Applied Psychology	slate	3.30
Journal of Comparative and Physiological Psychology	adobe	3.30
Journal of Consulting Psychology	russet	3.30
Journal of Experimental Psychology	red	3.30
Psychological Bulletin	navy	3.30
Psychological Review	blue	3.30
Psychological Monographs	cocoa	3.30
American Psychologist	turquoise	3.45
Psychological Abstracts	green	3.45

Ship journals parcel post. Within thirty days after receipt, bound volumes will be shipped prepaid anywhere in the U. S. A. Full remittance must accompany order.

Publishers' Authorized Bindery Service *(Binders of all Journals)*

5809 West Division Street

Chicago 51, Illinois

Psycholinguistics

A Survey of Theory and Research Problems

Report of the 1953 Summer Seminar Sponsored by the Committee on Linguistics and Psychology of the Social Sciences Research Council

CHARLES E. OSGOOD, *Editor* THOMAS A. SEBEOK, *Associate Editor*

With a Foreword by JOHN W. GARDNER

JOHN B. CARROLL

SUSAN M. ERVIN

JOSEPH H. GREENBERG

JAMES L. JENKINS

FLOYD G. LOUNSBURY

LEONARD D. NEWMARK

SOL SAPORTA

DONALD E. WALKER

KELLOGG WILSON

Price, \$2.50

Order from

AMERICAN PSYCHOLOGICAL ASSOCIATION

1333 Sixteenth Street N.W.

Washington 6, D. C.



For second semester courses

ELEMENTARY STATISTICS

By Benton J. Underwood, Carl P. Duncan, Janet A. Taylor, and John W. Cotton. A consistent treatment of statistical concepts in close relation to the subject matter of education, psychology, and the other social sciences. 239 pages, \$3.25.

WORKBOOK to Accompany Elementary Statistics

By the authors of *Elementary Statistics*. A question and answer book which provides ample practice in analyzing research data. 103 pages, \$1.50.

EXPERIMENTAL PSYCHOLOGY

By Benton J. Underwood. Through a critical approach, this basic text explains the fundamental concepts of experimental psychology and acquaints the student with basic experimental designs. 638 pages, \$5.00.

A HISTORY of EXPERIMENTAL PSYCHOLOGY, 2nd Edition

By Edwin G. Boring. A classic text tracing the growth of modern psychology from Descartes in the 17th century to the developments of the past 20 years, interpreting the past with reference to the present. 777 pages, \$6.00.

THE WORK OF THE COUNSELOR

By Leona E. Tyler. Suitable both as an introductory text for students planning to go into counseling and as a help to partially-trained counselors. Emphasis is on the counseling interview. 323 pages, \$3.00.

A CASEBOOK OF COUNSELING

By Robert Callis, Paul C. Polmantier, and Edward C. Roeber. Developed as a means of studying counseling theory as it relates to actual practice. Five actual cases from a university counseling service are presented. 352 pages, \$5.00.

PSYCHOLOGICAL COUNSELING

By Edward S. Bordin. For graduate courses in counseling, this text discusses the goals and theoretical foundations of psychological counseling and examines practical questions of actual counseling. 409 pages, \$5.00.

STUDIES IN MOTIVATION

By David C. McClelland. Fifty stimulating readings from the works of biologists, anthropologists, sociologists, and psychologists provide an overview of the various aspects of human motivation. 552 pages, \$6.00.

APPLETON - CENTURY - CROFTS, INC.

35 WEST 32nd STREET, NEW YORK 1, NEW YORK

*Volume II of the Series on Case Histories
in Clinical and Abnormal Psychology*

CLINICAL STUDIES of PERSONALITY

Edited by ARTHUR BURTON
Senior Psychologist, Agnews State Hospital,
California Department of Mental Hygiene
and ROBERT E. HARRIS
Professor of Medical Psychology, University of
California School of Medicine

The emphasis in this new volume is quite different from that in the first volume in the series (*Case Histories in Clinical and Abnormal Psychology*, 1947), but it is equally unique. No other single volume available provides a comparable intrinsic and detailed description of the synthesizing functions of personality in both pathogenic and normal individuals. Here are 34 intensive life histories, contributed by highly skilled clinicians, most of them well known for distinguished contributions to psychological literature. The cases were selected for their intrinsic interest, not because they were typical. Taken together, they describe psychodiagnostic and conceptual tools and processes employed in the study of diverse personalities. Psychiatrists, clinicians, and college teachers will find it invaluable.

850 pages

\$6.00

Announcing

TWO NEW TITLES IN
HARPER'S
PSYCHOLOGY
SERIES

Under the editorship of
GARDNER MURPHY

HARPER & BROTHERS
Publishers

Established 1817
49 East 33d Street
New York 16, New York

INDUSTRIAL PSYCHOLOGY AND ITS SOCIAL FOUNDATIONS *Revised Edition*

By MILTON L. BLUM

Professor of Psychology, Baruch School of Business
and Public Administration, City College of New York

This is a thorough and careful revision of a popular and successful text, reflecting the great progress which has been made in the field of industrial psychology in the past half-dozen years. Among the many topics which have been added or considerably expanded may be mentioned the social meaning of work, a better understanding of motivation and incentives as they operate in industry, the indirect method of attitude measurement and its implications, morale as a group phenomenon, leadership and political atmosphere, relationship between actual and nominal hours of work, abuses of consumer research, etc. Emphasis of the text is, however, still on the social basis of industrial psychology, and its aim is to promote more harmonious relations between employer and employee in a democratic society. The work is illustrated with many photographs.

612 pages

\$6.00



New Editions of Established Leaders

NORMAN L. MUNN *Bowdoin College*

Psychology THIRD EDITION

LAURANCE F. SHAFFER
EDWARD JOSEPH SHOBEN, Jr.
Teachers College, Columbia University

The Psychology of Adjustment
SECOND EDITION

1956 Publications
from Houghton Mifflin Company

REVUE DE PSYCHOLOGIE APPLIQUÉE

PUBLICATION TRIMESTRIELLE

Directeurs : Dr P. PICHOT et P. RENNES

Cette Revue s'adresse aussi bien aux cliniciens (psychologues ou psychiatres), qu'aux psychotechniciens (orienteurs, psychologues de la profession).

Deux rubriques sont orientées vers l'application : **Techniques et Méthodes en psychologie de la profession** et **Techniques et Méthodes en psychologie clinique**. Ces rubriques ont pour but d'exposer sous une forme précise et concrète les techniques fondamentales, d'éclairer des points douteux, de présenter, même sous forme d'aide-mémoire, des méthodes pratiques de conduite des applications. Elles sont complétées par des **Revue générales** qui permettent de faire le point des recherches dans des domaines intéressant directement l'application. Dans la rubrique **Travaux originaux** prennent place des études d'ordre plus général.

Enfin les autres rubriques **Chroniques et Documentation** et **Analyses** donnent, tant sur le plan technique que sur le plan professionnel, un tableau de la vie quotidienne en psychologie appliquée.

Rédaction et Administration : 15, rue Henri-Heine - PARIS (XVI^e)
C. C. PARIS 5851-62

ABONNEMENTS : 1 an, France : 1000 francs - Etranger : 1.300 francs
NUMÉRO SPECIMEN SUR DEMANDE

Sex in Christianity and Psychoanalysis

by WILLIAM GRAHAM COLE

*Chairman, Department of Religion,
Williams College*

Purpose:

The author refutes the common belief that the negative attitude toward sex and the body, which has been predominant in western civilization, originated with Christianity. The Biblical view of sex and the body is positive, but was corrupted by Oriental dualism. Professor Cole points to the need for a return to essential naturalism and the Biblical interpretation of sex.

Contents:

Part I — Interpretations of Sex in Christianity

Part II — Interpretations of Sex in Psychoanalysis

Part III—A Critical Reconstruction of Christian Interpretations of Sex

A Recommendation:

"This book is important above all because of the large amount of historical material of past Christian and contemporary thinking presented by the author. The historical element, however, is not an end in itself but is used in order to illustrate the present-day situation, which is strongly influenced by the psychoanalytic movement. The confrontation of Christian and psychoanalytic thinking is the most interesting part of this book which is written in an excellent style."

—PAUL TILLICH,
Harvard University

\$4.00 at all bookstores

Oxford University Press, Inc.

114 Fifth Avenue, New York 11

P
S
Y
C
H
O
L
O
G
I
C
A
L

M
O
N
O
G
R
A
P
H

#270

1945

ON PROBLEM SOLVING

By
KARL DUNCKER

\$2.50

This popular monograph is #270 of the Psychological Monograph series. It has been reprinted so that it is again available.

Third Printing

AMERICAN
PSYCHOLOGICAL
ASSOCIATION

1333 Sixteenth Street N.W.
Washington 6, D. C.

Something NEW . . .
Something DIFFERENT . . .

Morgan's

INTRODUCTION TO PSYCHOLOGY

NOW IN PRESS

CLIFFORD T. MORGAN

*Professor of Psychology
The Johns Hopkins University*

This new and different text presents the principles and applications of modern psychology in readable and interesting form. It is intended for the first college course in psychology, ordinarily taken by freshmen and sophomores. Comprehensive in coverage, it is also suitable both for the terminal course and for the course prerequisite to other psychology courses. It presents a broad perspective of psychology, including both its physiological and social aspects.

Thoroughly up to date and abreast of developments in the different areas of psychology

This outstanding new book is more practical in approach, less discursive, much easier to understand, and more applicable to everyday problems. Chapters not usually found in such books are:

PREJUDICE AND SOCIAL CONFLICT
WORK AND EFFICIENCY
LANGUAGE AND SPEECH
INTERNAL ENVIRONMENT
ANIMAL BEHAVIOR
TECHNIQUES OF STUDY

It is less technical, more interesting, and covers a wider range of subject matter.

OUTSTANDING TEACHING AIDS

A STUDENT WORKBOOK will be published simultaneously with the text.
A TEACHER'S MANUAL will also be published containing, among other things, objective examination questions and lists of films.

AN ABUNDANCE OF EXCELLENT ILLUSTRATIONS

A most carefully illustrated and "packaged" introductory book. Illustrations are being specially prepared, and the format is a striking two-column one.

MORE STUDENT AIDS

It is the only text to have:

1. an effective "Summary"
2. "Questions for Review and Discussion" following each chapter
3. a Glossary

SEND FOR A COPY ON APPROVAL

McGRAW-HILL BOOK COMPANY, INC.

330 West 42nd Street

New York 36, N. Y.

A New Journal

Contemporary Psychology

A Journal of Reviews

Containing critical reviews of current books—reviews that are of scholarly value and literary merit

Also, reviews of films

A letters-to-the-editor department

And an editorial column about books and current news of psychology's book mart

Interesting to all members of the American Psychological Association who are intellectually concerned with the total progress of psychology both within and without their special fields

Also of consequence to psychiatrists, social scientists, biological scientists and many others

The editor is Edwin G. Boring

The first number will appear in January 1956

Subscription, \$8.00

Single copy, \$1.00

Order from

American Psychological Association

1333 Sixteenth Street N.W.

Washington 6, D.C.

